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**An Exploration of
Cross-cultural Adjustment and Job Satisfaction
among Primary School Native-speaking English Teachers
in Hong Kong**

by

Ka Wai CHAN

A Thesis submitted for the degree of
Doctor of Philosophy



School of Education
University of Durham
England

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Abstract

The study aimed to explore Primary School Native-speaking English Teachers' (NETs') cross-cultural adjustment and job satisfaction in Hong Kong. The relationship between NETs' cross-cultural adjustment, stress and job satisfaction was investigated in a sample of 150 NETs by the quantitative analysis of a survey. A self-administered questionnaire comprised a biographical questionnaire and six measuring instruments. The differences in cross-cultural adjustment and job satisfaction between NETs who reported with high job satisfaction and those who reported with low job satisfaction were then examined in a sample of the 10 selected NETs, 5 from the high satisfaction group and 5 from the low satisfaction group, by the qualitative interpretations of the face-to-face semi-structured interviews which were designed on the basis of the survey.

A survey of 150 NETs indicated that all factors in the conceptual framework were significantly related to NETs' cross-cultural adjustment, stress and job satisfaction. Selection mechanism and criteria, neuroticism and role ambiguity were the predictors of work adjustment. Extraversion was positively related to and conscientiousness was negatively related to interaction adjustment. Previous overseas living experience, extraversion and culture novelty were positively related to general adjustment. Neuroticism and culture novelty were the predictors of cultural stress. Previous overseas teaching experience, role ambiguity and role conflict were significantly related to organisational stress. Work adjustment, general adjustment and organisational stress were the key predictors of job satisfaction. The interviews of the NETs confirmed the survey results and revealed that the NETs who were highly satisfied and those who were not satisfied with their jobs experienced considerable difference in terms of job characteristics, job content and work context. This study provided an important reference for all stakeholders to better prepare the NETs and to maximise the effectiveness of the NET Scheme in Hong Kong.

Declaration

The work in this thesis is based on research carried out at the School of Education, University of Durham, England. No part of this thesis has been submitted elsewhere for any other degree or qualification and it is all my own work unless referenced to the contrary in the text.

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LIST OF ABBREVIATION

Abbreviation	Description
AT	Advisory Teacher
ATT	Advisory Teacher Team
BFI	Big Five Inventory
CCPI	Composite Consumer Price Index
ED	Education Department
EDB	Education Bureau - Education and Manpower Bureau was renamed as Education Bureau in 2006/07 school year
ELTA	English Language Teaching Assistant
EMB	Education and Manpower Bureau - In 2003, the Education Department was abolished and a new bureau, the Education and Manpower Bureau was formed
ESI	Expatriate Stress Inventory
ESL	English as a second language
FFM	Five-Factor Model of Personality
LET	Local English Teacher
MNC	Multinational Corporations
MPF	Mandatory Provident Fund
MSQ	Minnesota Satisfaction Questionnaire (Short Form)
NET	Native-speaking English Teacher
The NET Scheme	The Native-speaking English Teacher Scheme
NESTA	The Native English Speaking Teachers Association
PLP-R	Primary Literacy Programme - Reading

Abbreviation	Description
PLP-R/W	Primary Literacy Programme - Reading and Writing
The PNET Scheme	The Primary Native-speaking English Teacher Scheme
PSED	Primary Schools English Development Project - a pilot primary NET project ran by ED, with funding from QEF, in 2000-2002
PST	Professional Support Team
QEF	Quality Education Fund
SARS	Severe Acute Respiratory Syndrome
SET	School English Teacher
SIE	Self-initiated expatriate
TEFL	Teaching English as a Foreign Language
TESL	Teaching English as a Second Language
TSA	Territory-wide System Assessment
TWE	Territory Wide Three-year Evaluation of the PNET Scheme

CHAPTER 1

INTRODUCTION

1.1 Contextual Background

The Native-speaking English Teacher Scheme (the NET Scheme) was first introduced in the 1998/99 school year for secondary schools in Hong Kong. The findings of the evaluation studies confirmed the effectiveness of the NET Scheme. The positive impacts on students, teachers and schools were found. Native-speaking English teachers (NETs) could improve students' English proficiency, boost their confidence in using English for communication, and arouse their interest in learning English (Hong Kong Provisional Legislative Council, 1997b; Hong Kong Legislative Council, 2002). Moreover, NETs have asserted a positive influence on local English teachers by bringing in a wider variety of teaching methods and through professional collaboration (Hong Kong Legislative Council, 2002). In addition, NETs could also enrich the school language environment (Hong Kong Legislative Council, 2002). As a result of that, the NET Scheme was later extended to public sector primary schools in the 2002/03 school year.

The effectiveness of the NET Scheme has been debated since the beginning of the Scheme. NETs and local educationalists have had different perspectives on the Scheme. Schools have criticised the under-qualification of NETs (Man, 2002). They also questioned the ability of NETs to teach local students English as a foreign language if they did not understand the difference between two languages, the local education system and the difficulties Chinese people have in learning English. Due to the different perspectives on English teaching conceptions, some of the local English teachers (LETs) did not agree with the teaching approach of NETs. Therefore, they found it difficult to collaborate with NETs and thought that NETs did not help much in teaching English (Carney, 2011). Misunderstanding the school culture and Chinese work values may create further tension between the NETs and the school management. LETs may perceive inequities as the schools seeming to favour the NETs

when NETs can leave work on time, have a longer holiday, have an exemption from some of the school activities outside of working hours, and have a better remuneration package (Hong Kong Provisional Legislative Council, 1997c). As a consequence of the complaints, local educationalists believed that, instead of spending money on rent and ex-gratis payment for expatriates, providing English-Teacher training for high-calibre local bilingual teachers would be more effective in enhancing English learning and teaching (Hong Kong Provisional Legislative Council, 1997c).

While local educationalists complained about the NET Scheme, the recruitment of NETs had been difficult from the beginning of the Secondary NET Scheme in 1998. After the beginning of the 1998/99 school year, the Education Department (ED) reported that many schools would be short of NETs, at least for several months. The ED explained the situation partly because it was a new scheme, partly because of the large start up numbers required, and partly because of the competition from similar schemes launched by other countries (Hong Kong Legislative Council, 2003a, para.4 and 6). However, after the recruitment problem seemed to have eased, the retention problem became alarming in both the Primary and the Secondary NET Scheme in 2005. The high attrition rate of NETs was well over the 20% envisaged in 1998 when the NET Scheme was first introduced. In the 2003/04 school year, non-renewal of contracts for primary school NETs was 39%, increasing to 46% in the 2004/05 school year. As for secondary school NETs, the respective figures were 44% and 53%. The attrition rate in the 2004/05 school year was the highest recorded since the inception of the NET Scheme (Hong Kong Legislative Council, 2007b, para.8).

According to the results of the survey conducted by the Education and Manpower Bureau (EMB) in 2005, the EMB believed that apart from a competitive remuneration package, a sense of achievement and satisfaction in the workplace were equally important for the retention of experienced NETs (Hong Kong Legislative Council, 2007b, para.9). In fact, some of the NETs reported that they were unable to adapt fully to the local education system or the working environment. They reflected that some schools were not able to allocate work effectively to NETs so that they could display their professional capabilities (Hong Kong Legislative Council, 1999a, pt. 7c). The co-ordination with and the support from the principal and their local co-workers were also other issues. Some of them also criticised the heavy workloads, the pressure of public examinations, the school culture and the Hong Kong education system. All of these reasons lowered their job satisfaction and made them feel that they were useless (Hong Kong Legislative Council, 1999b).

1.2 Significance of the Study

This study focuses on primary school NETs instead of both secondary school and primary school NETs. Although the objectives and the operation of the Secondary NET Scheme and the Primary NET Scheme are similar and supervised by the Education Bureau (EDB), some variables, including the qualifications, the teaching background, the target group of students, the curriculum, the job nature and the job setting may be different between primary school NETs and secondary school NETs. Therefore, focusing only on primary school NETs may make it easier to control these variables in order to assess or clarify the relationship between variables the study aims to investigate.

This study was important for several reasons. First of all, the topic of cross-cultural adjustment in the NET Scheme has been under-researched in Hong Kong. Only a few studies have been conducted to evaluate the effectiveness of the Primary NET Scheme officially by Griffin et al. (2007) and unofficially by the Native English Speaking Teachers Association (NESTA) and the Education Bureau (EDB). Furthermore, these studies aimed to assess the effectiveness of the NET Scheme as a whole instead of understanding the NETs' adjustment to work and life in Hong Kong, which may have a significant effect on their work performance as well as the overall effectiveness of the NET Scheme. Hence, this study intended to provide insights from another perspective to understand the NET Scheme by exploring NETs' job satisfaction and cross-cultural adjustment in Hong Kong.

Secondly, although extensive researches were investigating expatriate cross-cultural adjustment and success of multinational corporations (MNCs), there were comparatively fewer studies investigating the adaptation of self-initiated expatriates. Self-initiated expatriates may face challenges different from corporate sponsored expatriates (Tung, 1988). Moreover, expatriates who were from a western culture, may need to deal with the adaptation difficulties in Asian countries as well as face their new work environment without any support. However, these topics were severely under-researched. NETs, as self-initiated expatriates, who came from a western culture may have a unique experience working and living in Hong Kong which may not be compatible with other studies of westerners working in other Asian countries. Thus, a comprehensive conceptual framework was used in this study to investigate the relationship between demographic, anticipatory, individual, job and non-work factors and NETs' cross-cultural adjustment, stress and job satisfaction.

Thirdly, NETs rated job satisfaction the most important consideration, followed by the remuneration package when they decided to stay at their teaching job in Hong Kong (Hong Kong Legislative Council, 2005g. para.19). However, little research has been conducted yet to understand NETs' personal experience regarding job satisfaction and cross-cultural adjustment in Hong Kong. Therefore, this study intended to explore factors contributing to NETs' job satisfaction and cross-cultural adjustment from their own subjective experiences and interpretations. By comparing the differences in experience between NETs who had high job satisfaction and those who had low job satisfaction, the core factors could be identified as an important reference for all stakeholders of the NET Scheme to better prepare and equip the NETs to function more effectively in Hong Kong.

1.3 Purpose of the Study

The aim of the study was to explore Primary school NETs' cross-cultural adjustment and job satisfaction in Hong Kong. The study focused on examining the relationship between NETs' cross-cultural adjustment, stress and job satisfaction. Different aspects of factors were assessed in the study to predict NETs' cross-cultural adjustment and their stress level. The factors concerned in the study included demographic factor (gender, age, nationality), anticipatory factor (previous overseas living and teaching experience, selection mechanism and criteria), individual factor (personality traits), job factor (role ambiguity and role conflict), and non-work factor (culture novelty). Furthermore, the three levels of determinants were investigated to understand NETs' subjective experiences and interpretations on their job satisfaction and cross-cultural adjustment in Hong Kong. The three levels determinants of NETs' job satisfaction and cross-cultural adjustment included the organisational level (job characteristics, job content, and work context), the environmental level (living in Hong Kong and dealing with local people), and the individual level. The findings of the study would be beneficial not only as a valuable insight on NETs' work and personal life in Hong Kong, but also a useful reference for intervention to achieve success in the NET Scheme.

There were five main objectives of the study:

- (1) To examine the relationship between NETs' cross-cultural adjustment, stress and job satisfaction;
- (2) To investigate the relationship between demographic factor (gender, age, nationality), anticipatory factor (previous overseas living and teaching experience, selection mechanism and criteria), individual factor (personality

- traits), job factor (role ambiguity and role conflict), and non-work factor (culture novelty) and NETs' cross-cultural adjustment and stress;
- (3) To identify factors contributing to NETs' personal experience regarding their job satisfaction and cross-cultural adjustment;
 - (4) To explore the differences in cross-cultural adjustment and job satisfaction between NETs who have high job satisfaction and those with low job satisfaction;
 - (5) To make recommendations for intervention to improve NETs' job satisfaction and the success of the NET Scheme.

1.4 Structure of the Thesis

The thesis consists of seven main chapters.

Chapter 1 is an introduction, giving brief information about the NET Scheme. The significance and the purpose of the study are stated.

Chapter 2 gives the background information of the NET Scheme. It highlights the history, the development, the objectives and the structure of the NET Scheme. It also reviews the positive impacts as well as the different perspectives between NETs and local English teachers on the Primary NET Scheme (the PNET Scheme).

Chapter 3 is the review of the literature on cross-cultural adjustment, expatriate stress and job satisfaction. The literature related to factors contributing to cross-cultural adjustment and stress, which are anticipatory factor (previous overseas living and teaching experience, and selection mechanism and criteria), individual factor (personality traits), job factor (role ambiguity and role conflict) and non-work factor (culture novelty) are reviewed. The conceptual framework, the research questions and the hypotheses of the study are also stated.

Chapter 4 is the methodology of the study. It explains the research design of both the quantitative data collection through a questionnaire survey and the qualitative analysis of the interviews. The instruments chosen and used for the self-administered questionnaire are examined. The procedure and the guidelines of the interview are discussed.

Chapter 5 presents the findings of the survey with the detailed statistical analysis. The relationship between cross-cultural adjustment, stress and job satisfaction among primary school NETs in Hong Kong is assessed. Six research questions are discussed in this chapter.

Chapter 6 is the analysis of the interviews which provides the supporting evidence for the survey. The interviews are categorised in order to understand NETs' subjective interpretation on their job satisfaction and cross-cultural adjustment.

Chapter 7 is a critical overview of the objectives, methods and outcomes of this study. The practical implication of the study is suggested. The limitations of the study are examined and the recommendations for future studies are stated.

CHAPTER 2

THE PRIMARY NATIVE-SPEAKING ENGLISH TEACHER (PNET) SCHEME

This chapter gives the background information of the Native-speaking English Teacher Scheme (the NET Scheme). It highlights the history, the development, the objectives and the structure of the NET Scheme. It also reviews the positive impacts as well as the different perspectives between NETs and local English teachers (LETs) on the Primary Native-speaking English Teacher Scheme (the PNET Scheme).

2.1 Background of the Native-speaking English Teacher Scheme (The NET Scheme)

The idea of providing expatriate English language teachers to schools in Hong Kong to strengthen English learning and teaching was first implemented in 1987. The Hong Kong Education Department (ED), provided expatriate English language teachers on a small scale to secondary schools. In 1990/91, the Education Department and the British Council conducted a review on this project and found that NETs could improve students' English proficiency, in particular their oral skills (Hong Kong Provisional Legislative Council, 1997b).

Another project providing English Language Teaching Assistants (ELTAs) to schools on a small scale was organised by Chatteris Foundation (a non-profit making organisation), with the financial support from the Language Fund, the Hong Kong Jockey Club Charities Trust and the Quality Education Fund (QEF) in 1994. The ELTAs were initially provided mainly to secondary schools and, increasingly to primary schools. They assisted the school teachers both inside and outside the classroom in conducting English learning and teaching activities. Feedback from the participating schools have been very positive (Hong Kong Legislative Council, 2002a, para.4).

The Native-speaking English Teacher Scheme (the NET Scheme) for secondary schools was officially introduced in the 1998/99 school year with the provision of at least one NET to each public sector secondary school. In the 1997 Policy Address, the Chief Executive of Hong Kong agreed with a framework laid down in the Education Commission Report No.6 that the goal for secondary school graduates was to be proficient in writing English and Chinese and able to communicate confidently in Cantonese, English and Mandarin (Hong Kong Special Administrative Region, 1997, para.84). The NET Scheme was implemented to make an immediate impact on improving the English language standard of students. It aimed to provide more than 700 additional native-speaking English teachers to secondary schools from the 1998/99 school year (Hong Kong Special Administrative Region, 1997, para 86). An evaluation of the Secondary Native-speaking English Teacher Scheme revealed that NETs have asserted a positive influence by enriching the school language environment and bringing in a wider variety of teaching methods in the schools studied (Hong Kong Legislative Council, 2002, para.5).

Meanwhile, some pilot primary NET projects were conducted to introduce native English-speakers to primary schools to try out various modes of operation with the support of the Language Fund and the Quality Education Fund (QEF) beginning in 1997. Another pilot project, the Primary Schools English Development (PSED) Project, was run by the Education Department, with the funding from the QEF from 2000 to 2002. The evaluation indicated that the students were found to have more confidence in using English for communication and show an increasing interest in learning the language. The local English teachers also agreed that professional collaboration with NETs was a rewarding experience where they could learn from each other (Hong Kong Legislative Council, 2002a, para.5).

With the supporting evidence from the evaluation of the Secondary NET Scheme and the pilot Primary NET projects, the Primary Native-speaking English Teacher Scheme (the PNET Scheme) was officially introduced to public sector primary schools in the 2002/03 school year. Under the PNET Scheme, schools having six or more classes were eligible for the provision of a native-speaking English teacher (NET) and every pair of eligible primary schools was allocated one NET. Enhanced provisions were introduced from the 2004/05 school year so that eligible primary schools have been gradually moving towards having their own NETs (Hong Kong Legislative Council, 2007a, para.2). The goal of one NET per school was achieved in the 2008/09 school year (NET Section, 2013) (See Appendix A for the timeline for the NET Scheme). NETs are expected to enrich the language environment in schools, act as a resource person

to bring in effective teaching methods from overseas, and assist in school-based teacher development (Hong Kong Legislative Council, 1998a; 2002; 2007a; 2007b).

2.2 The Primary Native-speaking English Teacher Scheme (The PNET Scheme)

2.2.1 Objectives of the PNET Scheme

The PNET Scheme aims to support and strengthen English language teaching and learning for all public sector primary schools by :

- providing an authentic environment for children to learn English;
- developing children's interest in learning English and establishing the foundation for life-long learning;
- helping local English teachers develop innovative learning and teaching methods, materials, curricula and activities suited to the needs of local children; and
- disseminating good practices in language learning and teaching through region-based teacher development programmes such as experience-sharing seminars/workshops and networking activities.

(Hong Kong Legislative Council, 2002a, para. 6; NET Section, 2013)

2.2.2 Roles of the NETs

Since the NET Scheme was first introduced in Secondary Schools in the 1998/99 school year, NETs were required to help in developing school-based curriculum and even in training local English teachers. NETs were also deployed as resource teachers to help develop curriculum and solve problems in English teaching (Hong Kong Legislative Council, 1997a, para.12). These roles were then transferred to the PNET Scheme when it was first introduced in the 2002/03 school year. There were five duties of primary school NETs. Their responsibilities were:

1. to undertake teaching duties and try out good teaching models/practices related to the learning, teaching and assessment of English;
2. to provide support for the English panel, including contributing to school-based curriculum development and professional development of fellow teachers as well as developing and preparing learning/teaching materials;

3. to organise and conduct extra-curricular activities related to English learning and teaching such as plays/skits, school-based English camps, English language games day, story-telling activities, songs and dances, verse speaking, and extensive reading; and if applicable, to contribute to other extra-curricular activities such as IT, art and craft activities and sports;
4. to act as an advisor on language teaching and learning for the principal and teachers in the school; and
5. (for NETs who work for one school only) to play an active role in Regional Education Office-based teacher development programmes, including lesson demonstrations and leading experience-sharing with other teachers.

(Hong Kong Legislative Council, 2002a)

Over the years of reviews and development of the PNET Scheme, there were two main changes from the proposed roles of primary school NETs in 2002. On one hand, the advisory role of the NETs has been discarded. Instead, the Advisory Teaching Team (ATT) took over the advisory role (NET Section, 2012). Through regular school visits, the Advisory Teachers (ATs) can facilitate the effective deployment of the NET, provide support for the development of innovative and effective teaching strategies and related curriculum resources, and disseminate good teaching practices in language learning and teaching (NET Section, 2012). On the other hand, it emphasises the collaboration with English Panel and local English teachers (LETs) more through co-planning and co-teaching. Furthermore, NETs are encouraged to be sensitive to the local culture, the school culture and the needs of the local students.

The role of primary school NETs in the current Scheme is to teach English as a second language to Hong Kong students and assist in teacher and curriculum development in public sector primary schools (for students aged between 6 and 12) and schools for students with special educational needs. Their responsibilities are:

1. to undertake teaching duties, develop curriculum materials and implements good teaching practices;
2. to provide support for the English Panel;
3. to establish a partnership with the local English teachers (LETs);
4. to engage in co-planning and co-teaching with the local English teachers;
5. to contribute to school-based curriculum development and school-based professional development activities;
6. to develop a rich bank of resources which includes lesson plans and teaching materials;

7. to organise and conduct co-curricular activities related to English learning and teaching;
8. to attend relevant professional development activities organised and conducted by the NET Section and disseminate the information to the English panel;
9. to ensure that he/she is sensitive to the local culture, the school culture and the needs of the students in the entire learning and teaching process; and
10. to maintain regular contact with the assigned Advisory Teacher (AT) from the NET Section.

(NET Section, 2012; EDB, 2013)

2.2.3 Qualifications for Appointment as Primary School NETs

The basic qualifications for appointment as primary school NETs has been clearly stated since the beginning of the PNET Scheme.

“NETs are required to possess native-speaker English competence, a recognised degree in English, and relevant teacher training qualification. Preference will be given to those with experience and/or qualifications in teaching English as a foreign or second language. From the experience of the recruitment of secondary school NETs, discretion will be exercised on the merit of individual cases in appointing NETs who may not possess all the required qualifications but have ample relevant experience.” (Hong Kong Legislative Council, 2002a, para.15)

The Education Bureau defined the term “a native-speaker of English” as “people who acquire the language in infancy and develop the language through adolescence and adulthood within a community where English is spoken as the first language. Native-speaker English competence refers to the ability to use English fluently and spontaneously, to give grammatically accurate responses in communication and to write or speak creatively” (EDB, 2013). Being a native speaker in this sense is an unalterable historic fact which is consistent with Davies’s (1996) “bio-developmental definition” of native speaker. In his words, an individual is a native speaker of the first language learnt in childhood (Davies, 1996, p.156). There are a number of the non-developmental characteristics of native speakers shared. Stern (1983) claims that native speakers have a subconscious knowledge of rules, an intuitive grasp of meanings, the ability to communicate within social settings, a range of language skills, and creativity of language use. Johnson and Johnson (1998) adds identification with a language community. Davies (1996) adds the ability to produce

fluent discourse, knowledge of differences between their own speech and that of the “standard” form of the language, and the ability to interpret and translate into the first language of which she or he is a native speaker (p.154).

However, the disputable element in the bio-developmental definition of native speaker is that, on one hand, the lack of any of the non-developmental characteristics would not disqualify a person from being a native speaker. On the other hand, someone who did not learn a language in childhood cannot be a native speaker of the language. Later-learnt languages can never be native languages, by definition (Cook, 1999). Second language students cannot be turned into native speakers without altering the core meaning of native speaker (Cook, 1999, p.187). Felix (1987) asserted that second language learning may produce an second language user who is like a native speaker in possessing some of the non-developmental characteristics to a high degree but who cannot meet the bio-developmental definition. The variable aspects of “proficiency” (Davis, 1996) or “expertise” (Rampton, 1990) relate to a separate issue of quality rather than being defining characteristics of the native speaker (Ballmer, 1981). The Education Bureau took this alternative into consideration by including the non-native speakers of English into the recruitment of the NET Scheme. The Education Bureau further stated that *“non-native speakers of English, i.e. people who have not acquired the language in early childhood, are also suitable for employment as NETs if their English competence is not different from that of native-speakers in terms of fluency, accuracy and creativity in language use”* (EDB, 2013).

In addition to the consideration of being a “native speaker of English” or possessing native-speaker English competence, a recognised degree in English, relevant teacher training qualification, and experience or qualifications in teaching English as a foreign or second language are also considered as the basic qualification for appointment as primary school NETs. Appointment of NETs would be considered according to the order of category priority. Table 1 shows the details of the qualification for appointment as primary school NETs. Category 1 and 2 are the first priority. In the case that candidates meeting the requirements in Category 1 and 2 cannot be recruited, consideration may be given to appoint teachers in Category 3, 4 and 5 (EDB, 2013).

Table 1 Qualifications for Appointment as Primary School NETs

Qualification	Category				
	1	2	3	4	5
University Degree					
(i) a bachelor's degree in English (i.e majoring in English Language or English Literature or English Studies or Linguistics or a Modern Language) from a Hong Kong university or equivalent	✓				
(ii) a bachelor's degree in any subject from a Hong Kong university or equivalent		✓	✓	✓	
Teacher Training					
(i) a recognized teacher training qualification in primary education	✓	✓			
(ii) a recognized teacher training qualification			✓		
(iii) a recognized teacher's certificate obtained after at least 2 years' full time study or equivalent					✓
Teaching of English as a Foreign Language or a Second Language					
(i) a Teaching of English as a Foreign Language or a Second Language (TEFL / TESL) qualification at least at certificate level, or an equivalent course of study recognized by EDB	✓	✓	✓	✓	✓

2.2.4 Remuneration Package and Fringe Benefits

The initial terms of appointment for primary school NETs were the same as secondary school NETs which included basic salary plus passage, baggage allowance, special allowance, medical allowance and contract gratuity (Hong Kong Legislative Council, 2002a, para. 16). The appointment is on a two-year contract basis, subject to renewal after expiry (EDB, 2013, November 20). After the review of the highest attrition rates at the end of the 2004/05 school year, the new retention incentive was introduced as a built-in gradation of cash incentive for longer service (Hong Kong Legislative Council, 2005i, para.15).

The special allowance has been revised a couple times in reflection of the changing living cost in Hong Kong. At the time of the introduction of the NET Scheme in the 1998/99 school year, the special allowance was set at a fixed rate of \$13,000 per month. The Education and Manpower Bureau (EMB) introduced a mechanism in 2003

so that they could adjust the rate of special allowance according to the movement of the private rental component of the Composite Consumer Price Index. As a result, the special allowance was reduced to \$10,500 per month from the 2004/05 school year. The special allowance was revised again to \$12,950 per month to NETs already serving in the 2005/06 school year (Hong Kong Legislative Council, 2005j). The latest revision of the special allowance is \$16,859 per month with effect from the 2011/12 school year (EDB, 2011).

Table 2 is the detailed terms of appointment for primary school NETs (Hong Kong Legislative Council, 2005j; EDB, 2013).

Table 2 Terms of Appointment for Primary School NETs

Terms	Details
(i) Salary	The salary scale is from around HK\$24,450 to HK\$47,290 per month (12 months a year).
(ii) Contract gratuity	15% gratuity less the amount of employers' contribution to the Mandatory Provident Fund (MPF) Scheme will be granted if the performance and conduct during the period of service have been satisfactory.
(iii) Passage	Reimbursement of expenses on one return economy class air ticket from country of origin by the most direct route for each teacher, his/her spouse and each of the accompanying children for each contract.
(iv) Baggage allowance	Reimbursement of travelling and baggage expenses from and to country of origin provided on first appointment. at a rate comparable to that for eligible civil servants.
(v) Special allowance	A monthly allowance now at HK\$16,859, which is price-adjusted annually according to movement of the private rental component of the Composite Consumer Price Index.
(vi) Medical allowance	Reimbursement of medical insurance within the contract period, up to HK\$1,400 per year for single teacher and HK\$5,400 per year for married teacher accompanied by spouse and/or children.
(vii) Retention incentives	<p>NETs, who have served two years of continuous service and are in the third and fourth years of continuous service, are eligible to apply for receiving a retention incentive at 5% of current base salary, on top of their current base salary for the third and fourth years of service.</p> <p>NETs, who have served four years of continuous service and are in the fifth year of service onwards, are eligible to apply for a retention incentive at 10% of current base salary, on top of their current base salary for the fifth year of service onwards.</p>

Terms	Details
(viii) Salary advance	Payable on first appointment and on application an amount not exceeding two months' salary, and repayable monthly within the first six months following the month in which the payment is made.
(ix) Leave entitlement	Terminal leave - School summer vacation at the end of each contract. Causal leave, sick leave and maternity leave are the same as that for local teachers.

2.2.5 Support for the NETs

Experience from both the Secondary NET Scheme and the PSED Project indicated that support in terms of staff development, development of effective methods in teaching and learning, dissemination of good teaching practices and subsequent evaluation was essential for achieving the objectives of the NET Scheme (Hong Kong Legislative Council, 2002a, para.12).

Since the inception of the PNET Scheme, all participating schools were requested to assign an experienced School English Teacher (SET) to work collaboratively with the NET. The SET will act as a bridge between the NET and the school management and will mentor other local English teachers in the same school so as to facilitate the institutionalisation of innovative or effective teaching methods and curriculum resources developed collaboratively with the NET in the school (Hong Kong Legislative Council, 2002a, para.9).

Pastoral care and induction programmes were also important to assist the NETs in adapting to the local environment (Hong Kong Legislative Council, 2002, para.12). At the beginning of the Scheme, the Education Department (ED) provided central support by way of an Advisory Teaching Team (ATT) and Professional Support Team(s) (PSTs). While the ATT would support staff development in terms of pedagogy and the implementation of innovative methods and models, the PSTs would focus on the monitoring and evaluation of the Scheme as well as the provision of pastoral care (Hong Kong Legislative Council, 2002a, para.14). In the NET deployment guideline (2012), the NET Section takes an active supportive role for the PNET Scheme through the ATT, comprising of a mix of NETs and local English teachers (LETs) who serve as Advisory Teachers (ATs). The ATT designs and operates professional development programmes for NETs and LETs. The ATs conduct school development visits to individual schools, facilitate the effective deployment of the NET, provide support for

the development of innovative/effective teaching strategies and related curriculum resources, and disseminate good teaching practices in language learning and teaching. The ATT also provides peripatetic support for schools with less than six classes (NET Section, 2012).

2.2.6 Facts of the NET Scheme

Tables 3 - 6 show the facts of the NET Scheme. The facts include the number of NET posts, the number of NETs employed, the qualifications of NETs employed, and the attrition rate of the NET Scheme.

According to the numbers shown in Table 3 and 4, the recruitment goals for NETs from 2008/09 to 2010/11 were satisfied. The number of NET vacancies were less than 10 posts in primary schools where there were around 30 posts in secondary schools.

Table 3 Number of NET Posts in Primary and Secondary Schools, 2008/09 - 2010/11

School Year	Primary School	Secondary School
2008/09	494	445
2009/10	492	444
2010/11	481	442

(Hong Kong Legislative Council, 2011a; 2011b)

Table 4 Number of NETs Employed in Primary and Secondary Schools, 2002/03 - 2010/11

School Year	Primary School	Secondary School
2002/03	160	470
2003/04	Not available	Not available
2004/05	Not available	Not available
2005/06	376	427
2006/07	460	431
2007/08	Not available	Not available
2008/09	489	416
2009/10	484	414
2010/11	477	409

(Hong Kong Legislative Council, 2002b; 2005c; 2007a; 2011a; 2011b)

As shown in Table 5, the qualification of primary school NETs employed was dominated by category 3 and 4, which indicated that these NETs did not possess a university bachelor's degree in English and a recognised teacher training qualification in primary education.

Table 5 Number of Primary School NETs Employed by Category of Qualifications at the Time of Appointment, 2008/09 - 2010/11

School Year	Category 1	Category 2	Category 3	Category 4	Category 5
2008/09	7	113	149	190	30
2009/10	5	99	152	201	27
2010/11	9	95	148	205	20

* Refer to Table 1 in Section 2.2.3 for the detail of the categories.

(Hong Kong Legislative Council, 2011a; 2011b)

The attrition rate is defined as the percentage of the number of NETs leaving the NET Scheme on completion of contract out of the total number of NETs completing the contract in that particular school year (Hong Kong Legislative Council, 2011a).

Table 6 shows that the attrition rate was around 40% since 2001/02 and it reached the highest rate at 46% in primary school and 53% in secondary school in the 2004/05 school year. The percentage gradually dropped to 16% in primary school and 21% in secondary school in the 2009/10 school year.

Table 6 Attrition Rate of NETs, 2001/02 - 2009/10

School Year	Primary School	Secondary School
2001/02	Not applicable	40%
2002/03	Not applicable	48%
2003/04	39%	44%
2004/05	46%	53%
2005/06	32%	25%
2006/07	Not available	Not available
2007/08	Not available	Not available
2008/09	24%	19%
2009/10	16%	21%

(Hong Kong Legislative Council, 2005h; 2005j; 2007a; 2011a; 2011b)

2.3 Positive Impacts of the PNET Scheme

The positive impacts of the PNET Scheme were found to support the three main objectives of the Scheme, which were to provide an authentic environment for children to learn English; to develop children's interest in learning English; and to help local English teachers develop innovative learning and teaching methods, materials, curricula and activities suited to the needs of local children.

2.3.1 Provide an Authentic English-speaking Environment

Since the PNET Scheme was introduced, it was provided on top of the teacher establishment of schools to serve the specific objectives of creating an authentic English-speaking environment in schools and to bring in additional language resources. (Hong Kong Legislative Council, 2003b, para.15). The evidence showed that the presence of NETs in schools has helped in creating an authentic and print-rich

English environment. More English was being used in school assemblies and meetings (Hong Kong Legislative Council, 2005a, para.8), school activities and extra-curricular activities such as English Speaking Days (Hong Kong Legislative Council, 2005h, para. 23).

In 2003, the Hong Kong Government commissioned Melbourne University and the Hong Kong Institute of Education to conduct a Territory Wide Three-year Evaluation (TWE) of the PNET Scheme (Griffin et al., 2007). The results from the TWE further proved that authentic language experiences involved more than classroom textbook-related activities, the presence of the NET did help to remove the chances of English being taught through the medium of Cantonese or Putonghua (Griffin et al., 2007). Robert Warren, a NET in a local school, believed that one of the key benefits of employing a NET is that a NET forces students to use English, and if the students knew that the NET could understand Cantonese, they would speak it to the NET most of the time (Warren, 2011). In addition to creating an authentic English-speaking environment, the NETs were able to introduce the culture from their home countries to students and help expand their horizon and experience (Hong Kong Legislative Council, 2003b, para.15).

2.3.2 Develop Children's Interest in Learning English

The results of the TWE (Griffin et al., 2007) indicated that the NET Scheme has been very effective in enhancing student interest and learning outcomes in English. It was evident that the largest impact of the PNET Scheme was at the Primary 1 level (Griffin et al., 2007). Longitudinal tracking of student performance in English Language demonstrated strong developmental patterns of improvements for students as they moved from Primary 1-3 or from Primary 2-4 over the three years of evaluation. Continuity of teaching by NETs over the three years of primary education study was related to improved outcomes for students from home backgrounds that were less enriched in terms of support for English language learning (Hong Kong Legislative Council, 2007a, para.17).

The results of the Territory-wide System Assessment (TSA) have shown promising gains at the primary level in the three years of study (Griffin et al., 2007). The percentage of students meeting basic competency in English has improved from 75.9% in 2004 to 78.8% in 2005 and to 79.4% in 2006 at the Primary 3 level, and from 70.5% in 2005 to 71.3% in 2006 at the Primary 6 level (Hong Kong Legislative Council, 2007a, para.18).

Mary Salter, a representative of the Native English Speaking Teachers Association (NESTA), further elaborated that NETs played a significant role in the fostering of students' confidence in learning and speaking English in schools. Such confidence was crucial for school graduates to communicate with others in English in a proactive manner (Hong Kong Legislative Council, 2005g, para.10)

2.3.3 Develop Innovative Teaching and Learning Methods

"Native-speaking English teachers have brought a new pedagogical approach in teaching English." said Fanny Law Fan Chiu-fun, executive councillor and formerly a leading education policymaker who helped oversee the NET Scheme (Cheung & Lau, 2012). The results of the TWE (Griffin et al., 2007) supported that some new strategies had been introduced which may be the most successful aspect of the PNET Scheme. The NETs and the ATs have introduced many new materials and strategies, and the acceptance and the use of these new materials and strategies by the local English teachers (LETs) differentiate between the most and least effective schools in the PNET Scheme. The LETs have retained many of the old procedures, mixed with some new and innovative strategies.

The TWE (Griffin et al., 2007) also found that there were positive trends for students in the Primary Literacy Programme - Reading (PLP-R) schools in terms of reading and writing proficiency. Higher mean achievement was found for students in Primary 1, 2 and 3. Different teaching strategies (e.g. shared reading and multi-media materials) suggested by the ATs and the NETs were associated with growth in language proficiency. (Hong Kong Legislative Council, 2007a, para.17).

Mary Salter, a representative of the NESTA, acknowledged the positive impacts of the PNET Scheme by NETs' work focusing on English phonetics and building reading culture. She believed that one of the major contributions of NETs was to help establish a concept of learning English through an understanding of English phonetics. She explained that a basic understanding of English phonetics would enhance the self-learning ability of primary and secondary students in learning English. She highlighted that NETs brought about new teaching methodologies and enjoyment in learning English in schools (Hong Kong Legislative Council, 2005g, para.10). NETs were organising and conducting extra-curricular activities in English and helped cultivating a reading culture, as well as assisting in the professional development of other teachers in the schools (Hong Kong Legislative Council, 2005a, para.8).

2.4 Local Perspective on the PNET Scheme

The NET Scheme was one of the policies under the education reform in Hong Kong in 1997. In the 1997 Policy Address, the Chief Executive of Hong Kong agreed with a framework laid down in the Education Commission Report No.6 that the goal for secondary school graduates was to be proficient in writing English and Chinese and able to communicate confidently in Cantonese, English and Mandarin. Therefore, the NET Scheme was implemented to make an immediate impact on improving the English language standard of students (Hong Kong Special Administrative Region, 1997, para. 84). Meanwhile, all local English teachers were required to attain a newly imposed language proficiency test. All local English teachers were requested to pass the test in order to retain their current English teaching post. This test along with the creation of the NET Scheme may consider as an insult to local English teachers blaming their low standard of English proficiency. They were also afraid that their teaching positions would be taken away by NETs (South China Morning Post, 1998). This education reform can be interpreted in terms of native-speakerism (Holliday, 2005) which is a pervasive ideology within English language teaching. The introduction of the NET Scheme may be contained in the native-speakerist “moral mission” to bring a “superior” culture of teaching and learning to students and colleagues who are perceived not to be able to succeed on their own terms (Pennycook, 1998). In other words, the NET Scheme can be seen as hiding a subtle agenda aimed at “correcting” “non-native speaker” culture (Anderson, 2005).

Although evidence has been provided to support the positive impacts of the NET Scheme, local educationalists did not totally agree with the effectiveness of the NET Scheme. Their complaints in terms of the fringe benefits, NETs’ working in local schools and NETs’ working with local English teachers, are discussed in the following sections.

2.4.1 Unequal Treatment in Fringe Benefits between NETs and LETs

The NETs appointed on or before 1996 were remunerated on the then civil service expatriate terms. Upon abolition of the expatriate terms, the NETs appointed in the 1996/97 school year were given local terms of conditions of service on ground of parity. The local terms of conditions of service, however, could not attract enough NET applicants mainly because of the high accommodation cost at that time in Hong Kong. As a result of the review, the remuneration packages with a non-accountable special

allowance was then introduced to solve the recruitment difficulties and to help meet the housing needs of NETs (Hong Kong Legislative Council, 2005d).

Table 7 Comparison Between the Remuneration Package of NETs and LETs

Terms of conditions of service	NETs	Local English Teachers in Aided Schools
Salary	On the same Master Pay Scale, entitled to increment and with contract gratuities	On the same Master Pay Scale, entitled to increment and with provident fund
Leave	Terminal leave provided at the end of each contract Causal leave, sick leave and maternity leave same as local English teachers	Terminal leave not applicable Casual leave, sick leave and maternity leave
Housing benefit	Special allowance provided to mainly meet accommodation costs	Nil for teachers at comparable grade and rank as NETs
Passage and baggage	Provided at the beginning and the end of each contract for families of NETs	Not applicable
Medical benefit	Reimbursable medical allowance for families of NETs	Nil

(Hong Kong Legislative Council, 2005d)

However, local English teachers (LETs) complained about the unequal treatment in fringe benefits between NETs and LETs (Hong Kong Legislative Council, 2005g, para.11). Table 7 shows the comparison between the remuneration packages of NETs and LETs. Elsie Tu, legislator, mentioned that giving special conditions in rent and gratuity to NETs, but not to LETs, would at once restore the idea of unequal treatment. It would create ill feeling among teachers in the same school if NETs received rent allowances while local English teachers cannot earn enough to take out a mortgage on a flat (Hong Kong Legislative Council, 1997c, p. 110).

2.4.2 Working in Local Schools

2.4.2.1 Different Perspectives on English Teaching Conceptions

LETs and NETs may have different ideas about English teaching. A study compared the different English teaching conceptions between NETs and LETs (Man,

2002) and indicated that most of the LETs possessed the conceptions of Knowledge Transmission and Acquisition of Language Skills. *Knowledge Transmission* is aimed for passing language grammatical knowledge whereas *Acquisition of Language Skills* is aimed at delivering language skills. Hence, the role of the teacher is being a trainer, a language expert and resources to pass the language. As a result of different perspectives, some LETs depicted the NETs' lessons as having too many activities, not enough consolidation. They also reflected that NETs did not have good classroom management skills and the pupils were too crazy after the lessons.

2.4.2.2 Unable to Understand the Local Education System

The lack of understanding of local curriculum and education system was another complaint of the NETs. Without any understanding of the local system of education, NETs suffered from culture shock or found it difficult to adjust (Hong Kong Legislative Council, 1997c, p.110). Misunderstanding the local system may lead to unsatisfactory teaching results, the inability to build relationships with students, parents, and teachers, and create a challenging attitude towards school management.

Abraham Shek, legislator, mentioned that NETs failed to understand the syllabuses of Hong Kong's public examinations, thereby rendering teaching results unsatisfactory (Hong Kong Legislative Council, 2003b, para.15). Thomas Tang Kwong-wai, associate professor at the Open University of Hong Kong's school of education and languages, believed that a grasp of the local learning styles and curriculum was essential to effective teaching by native speakers. He further explained that native speakers were excellent for language fluency, however, they needed to have basic teaching skills and understand how to conduct local classes, assess students' progress and design learning tasks suitable for local students (Yau, 2008)

Raymond Ho, the chairman of the council of a secondary school, realised that the NETs did not know much about Hong Kong before they came. Some of them had never taught abroad or in any place outside their country, so they had difficulties in adapting to the new environment and did not understand the relationship between students and their teachers and parents here (Hong Kong Legislative Council, 1999b, para.4).

Furthermore, with the fixed idea that the education system of their own country was better than the one in Hong Kong, NETs tried to tell the school management what

they should be doing, and interfered in matters that were not their business (Hong Kong Legislative Council, 1997c, p.110).

2.4.3 Working with NETs

2.4.3.1 Some NETs Might Not Possess the Required Qualifications

The qualification of the NETs was one of the issues from the local perspective. Figures released by the Education Bureau showed that 36 of the 93 new primary NETs recruited in 2006/07 had not been through a teacher training programme (Heron, 2008). A meeting of the Panel on Education, Hong Kong Legislative Council, defended that there were a large number of native English-speaking people who were capable of teaching English in primary schools, even though they might not possess the required qualifications (Hong Kong Legislative Council, 2005h, para.26).

However, LETs may not agree with the explanation provided by the Panel on Education. LETs complained that some NETs were not qualified and they were only looking for the salary (Man, 2002). Apart from the NETs' formal qualification, Abraham Shek, legislator, also mentioned that NETs had some shortcomings such as speaking with a strong accent and lack of grammar training (Hong Kong Legislative Council, 2003b, para.15). Dave Stead, Chairman of the NESTA, also realised that local teachers were aware NETs were on better terms and the terms needed to be justified by experience and qualification. Hence, the NESTA was calling for tougher entry requirements for the PNET Scheme (Heron, 2008).

2.4.3.2 Bilingual or Multilingual Teachers May Be Better Than NETs

Some local educationalists believed that bilingual teachers may be better than NETs to teach English as a foreign language. Abraham Shek, legislator, mentioned that there have been criticisms about the inability of the NETs to understand the weakness and difficulties Chinese people have in learning English (Hong Kong Legislative Council, 2003b, para.15). It could be explained that if NETs had no knowledge of the Chinese language, they were unable to explain the differences in language structure and idiom between the two languages (Hong Kong Legislative Council, 1997c, p.110).

The perspective against NETs can be explained in terms of the idea of “multi-competence” suggested by Cook (1991). The term “multi-competence” was coined to refer to the compound state of a mind with two languages. Multi-competence covers

the total language knowledge of a person who knows more than one language, including both the first language competence and the knowledge of the second language in the speaker's mind. In this sense, language teaching is concerned with developing a second language in a mind that already contains a first language. Stern (1992) believed that multi-competent minds that know two languages are qualitatively different from those of the monolingual native speaker. Cook (1999) further explained that second language users differ from native speakers in some of their cognitive processes. In the classroom, bilingual teachers can recognise this status by incorporating goals based on second language users in the outside world, bringing second language users situation and roles into the classroom, deliberately using the students' first language in teaching activities, and looking to description of second language users rather than descriptions of native speakers as a source of information.

Andy Kirkpatrick, chair professor of English as a professional language at the Hong Kong Institute of Education, further elaborated that multilingual language teachers should be the ones teaching local children English. Although LETs had traditionally been criticised as deficient in their use of English compared to native speakers, Mr Kirkpatrick argued that they provided the right model for English teaching in Hong Kong because they had the same linguistic background as local children. Their success in acquiring enough of the language so as to be bilingual or multilingual could be held as an example for their students. He said many people who learnt English as a second or third language used what are known as "non-standard forms" especially in spoken English and their pronunciation of words. He argued that this was fine and there was no reason to correct children when they used these in speech. He explained that learning English should not be about having to sound exactly like a native English speaker, but should be in a way that is easily understood anywhere in the world (Carney, 2011; SCMP, 2011). Cook (1999) suggested that the benefits of recognising that second language users are speakers in the own right will come from students' and teachers' having a positive image of second language users rather than seeing them as a failed native speakers. If students are convinced of the benefits of learning a second language and recognise their unique status as standing between two worlds and two cultures, more students may go on higher levels of second language use (p. 204).

2.4.3.3 Lack of Collaboration

According to the preliminary findings of the evaluation study on the effectiveness of the PNET Scheme, there were interpersonal problems among NETs,

principals, and local English teachers in some schools. Around 20% of the respondents said that NETs did not help them much in teaching English, and some 10% of the local English teachers said that they had difficulty collaborating with NETs to enhance English teaching and learning in primary schools (Hong Kong Legislative Council, 2005g, para.12).

2.4.3.4 Unable to Understand Chinese Work Values

Chinese work values may be one of the factors that contributed to the conflict between NETs and LETs. Chinese work values are the work-related Confucian values of Chinese societies, and include collectivism, hardworking, endurance, and harmonious social relationship (*guanxi*). The value of work is strongly emphasised and taken as the base of social order and management (Siu, 2003). Chao (1990) suggested that the Confucian values of trust, subtlety, *guanxi*, protecting “face”, and loyalty are still prevalent in organisations in Chinese societies. Schwartz (1999) reported that Hong Kong places strong emphasis on “hierarchy”, which emphasises power and ranking in social affairs and the distribution of resources, where work is likely to be experienced as central to life.

With reference to the Chinese work values, there were principals complained that the NETs lacked commitment, left work on time, needed long holidays, were unwilling to work outside of school hours, were unable to integrate with the school and the local culture, and hence created a lot of problems for the schools and the principals (Liu, 2008).

Furthermore, LETs would think that schools continue to favour the NETs over the LETs. LETs may perceive inequities since the NETs can leave work on time, have a longer holiday, have an exemption from some of the school activities outside working hours, and have a better remuneration package. Toh and DeNisi (2006) revealed that this inequitable treatment leads to low commitment and poor work performance among local staff. In turn, it creates tension between local and expatriate employees and causes the local staff to be less willing to be cooperative or supportive of the expatriates with whom they have to work. Without local support, expatriates may experience greater difficulty adjusting to their new jobs and the new environment.

2.5 NET Perspective on the PNET Scheme

As described in Section 1.1, the recruitment and the retention of NETs have been a problem since the beginning of the NET Scheme. The Education and Manpower Bureau (EMB) conducted a survey among NETs to collate information on the living patterns and expenses, and to find out how NETs felt about working in local schools in 2005. Attractiveness of the NET remuneration package and job satisfaction were the two major reasons affecting whether a NET would continue in the scheme (Hong Kong Legislative Council, 2005i, para.6). The survey results further indicated that for NETs who said they would renew contracts, job satisfaction was the primary reason underpinning the choice, followed by an attractive remuneration package and good working and support conditions in schools. For those who might not renew, the primary reason was that the remuneration package was not attractive enough, followed by insufficient job satisfaction, moving to other professional opportunities and lack of support from schools. Table 8 shows the reasons underpinning the NETs' choice to renew contracts. The following sections discuss the NET perspective on the NET Scheme in terms of the remuneration package and how they feel about their work in Hong Kong.

Table 8 Reasons underpinning the NETs' Choice to Renew Contracts (in order of priority)

Those who would renew contracts	Those who might not renew contracts
1. Job satisfaction	1. Unattractive remuneration package
2. Attractive remuneration package	2. Insufficient job satisfaction
3. Good working and support conditions in schools	3. Moving to other professional opportunities
	4. Lack of support from schools

(Hong Kong Legislative Council, 2005i, para.6)

2.5.1 Remuneration Package and Fringe Benefits

While LETs complained NETs were paid like bankers (Leung, 2011), Justin Hayward, a NET at a local school, disagreed that a NET was paid more than their well-qualified local co-workers. He believed that he was paid according to a transparent pay scale that is based on the effectiveness and time served in the profession. He did

receive certain benefits, but he did not get a pension (Hayward, 2011). Barry Sadleir, a NET at a local school, further explained that the only financial advantage NETs enjoy was a special allowance which was provided mainly to cover housing costs. However, with rentals skyrocketing in Hong Kong, the allowance did not cover the present cost of rent and many NETs have had to move to more affordable flats (Sadleir, 2011).

2.5.1.1. Salary Package

Special allowance was one of the key components of the remuneration package. At the inception stage of the NET Scheme, the Education and Manpower Bureau (EMB) had encountered some difficulty recruiting a sufficient number of NETs to come to Hong Kong, partly because it was a new scheme, partly because of the large start up numbers required, and partly because of the competition from similar schemes launched by other countries in the Asia-Pacific region. The EMB believed that the fixed rate special allowance would decrease the competitiveness of the scheme to attract NETs to come to serve in Hong Kong (Hong Kong Legislative Council, 2003a, para.4 and 6)

However, the reduction of the NETs special allowance from \$13000 to \$10500 was made at a time when the Hong Kong economy was starting to recover after SARS (Hong Kong Legislative Council, 2005c). The 25.3% pay cut (Special Allowance and Civil Service cuts) in 2003 played a significant role in recruitment and retention, seeing fewer teachers apply to the NET Scheme and 50% of NETs choosing to resign from their positions (Hong Kong Legislative Council, 2005e). In 2005, the NESTA reported that many NETs were no longer able to cope on the salary package and would have to return to their home countries (Hong Kong Legislative Council, 2005b).

In addition to that, the NESTA also reported that the salary package was no longer attractive to the NETs. For instance, NETs were on two different special allowance rates, which was patently unfair; the medical allowance component of the package no longer met the costs of health insurance; the recruitment and retention issues were being severely mishandled by the EMB (Hong Kong Legislative Council, 2005c).

As a result of that, an adjustment mechanism to the special allowance was introduced in 2003 which adjusted according to the movement of the private rental component of the Composite Consumer Price Index (CCPI). This was aimed to provide

a more objective special allowance rate to reflect changes in costs of living (Hong Kong Legislative Council, 2005i, para.16).

2.5.1.2 Holidays

Holidays were another concern of NETs which led to dissatisfaction. The survey conducted by the EMB in 2005 found that 24% NETs did not think the summer break was sufficiently long. 43% of the NETs did not find leave arrangements agreeable and amongst them 22% were feeling frustrated. (Hong Kong Legislative Council, 2005i, para.35). The NESTA reported that NETs often found that their summer holidays were limited to 2 or 3 weeks which was insufficient when considering the need to spend time with loved ones, the necessary respite in home countries and the time required to manage personal affairs. Also, mandatory professional development days were placed during Christmas and Easter holidays shortening travel time to home countries (Hong Kong Legislative Council, 2005b). The NESTA also realised that school holidays were not always available to the NET, but were dependent upon principal's decisions (Hong Kong Legislative Council, 2005e)

2.5.1.3 Career Prospect

There are no promotion prospects for NETs however long they serve in Hong Kong under the current NET scheme. It was natural that, despite yearly applicable increments, the marginal attractiveness of the remuneration diminished as the NETs gathered experience. As a result of this, the EMB introduced a built-in gradation of retention cash incentive for longer service (Hong Kong Legislative Council, 2005i, para.13 and 15).

2.5.2 Working in Local Schools

2.5.2.1 The Leadership Role of NETs Has Not Been Recognised

The leadership role of NETs has not been recognised which may lead to frustration in the NETs' work. The TWE (Griffin et al., 2007) found that it was important to recognise the leadership role of the NET in the school and the extent to which the NET promoted curriculum planning that was designed to improve student learning. The NETs' participation in decision making about student learning and programme implementation was shown to be a critical aspect of the way in which the English department was run in effective schools. However, the leadership role of the NETs has

not always been recognised by the school, the local English teachers and unfortunately by some of the NETs themselves. In various ways and in some of the schools, the expected role of the NET has been reduced to a specialist teacher, a mentor in professional development, a resource to be deployed across the school and a teacher with whom to share teaching duties. The NETs themselves expressed that they had little influence on the procedures or content of the meetings, which in many instances were conducted in Cantonese thus formally excluding the NET (Griffin et al., 2007, p. 192).

2.5.2.2 Unable to Make Full Use of the Skills and the Expertise of the NETs

In addition to the leadership role of the NETs not being recognized, their teaching roles were being undermined as well. Some schools were not able to allocate work effectively to NETs so that they could not display their professional capabilities (Hong Kong Legislative Council, 1999a, para.7).

Paul Surtees, a business training consultant and university lecturer, said that many NETs employed in Hong Kong felt less than satisfied with their job nature. This was reflected in the fairly high turnover rate of NETs. It could be the inappropriate work many NETs were tasked with that was a vital factor contributing to their disappointment in their jobs. If NETs were to be used as just another teacher of English in a school, then it was surely a mistake to go for the most highly qualified. It was a misuse of the particular skills of a native speaker of English for a NET to be saddled with just another routine set of English lessons, much the same as a local teacher. Many NETs faced with horror each day huge piles of assignments to be marked. They regarded it as a waste of time and wasteful to use a NET for such tasks (Surtees, 2008).

Julie Moffat, a NET at a local school who conducted a PhD research on the NET Scheme, found that most difficulties did not relate directly to the classroom, but related to NETs' identity as competent, experienced professionals and as valuable and valued member of a school community. When these are challenged or ignored, frustration and dissatisfaction occur (Moffat, 2008).

2.5.2.3 Teach Oral Classes Only

Some NETs were assigned to teach oral classes only, making it difficult for them to know the students well enough to cater for their learning needs. There has been little professional exchange or collaboration in the school and NETs were often forced to

adopt the traditional teaching methods. (Hong Kong Legislative Council, 2005h, para. 21).

Paul Surtees realised that some NETs were assigned to develop the oral fluency of students which made use of their native-level oral fluency. However, with 40 students in a class that met for just 40 minutes only once or twice a week with a NET, each student would receive only minimal opportunities to have his or her English pronunciation corrected, or general oral fluency enhanced. (Surtees, 2008).

Ralph Barnes, project manager of the evaluation of the NET Scheme, said that there has been a tendency among some schools to use the NET only to teach speaking skills or simply as a mainstream English teacher. But the EDB guidelines stressed that NETs should perform a range of roles, including preparing teaching resources, professional development for local English teachers and leading enrichment activities, such as speech and drama (Heron, 2008). Perry Bayer, a NET at a local school, suggested that the EDB should look at how decisions on the deployment of NETs were made (Heron, 2008).

2.5.2.4 Different Perspectives on English Teaching Conceptions

As NETs may have different ideas about English teaching from LETs, NETs may look at LETs in a different way. Man (2002) indicated that most of the NETs possessed the conceptions of Cultural Understanding, Reality Communication and Literacy Appreciation in English teaching. *Cultural Understanding* emphasises English is a tool to allow people to learn other's culture. The teaching activities may include the introduction of Western festivals, famous fairy tales and customs around the world. *Reality Communication* emphasises the importance of English as a communication tool for students to use daily English in reality. The teaching would be student-centred and the topic chosen must be able to raise pupil's interest which include lots of interactive oral activities. *Literacy Appreciation* emphasises the importance of reading and establishing students' reading literacy. Hence, the role of the teacher is a facilitator or friend of the pupils. From this perspective, NETs found that the authority of the teacher and "chalk and talk" traditions in the classroom were problems. They restricted students to learning independently and the authoritative atmosphere did not motivate or enhance students to construct knowledge (Man, 2002).

2.5.2.5 Teacher-centred Approach and Textbook-focused Curriculum

The TWE found that textbooks remained the most common form of instruction in local schools. This strongly suggested a teacher-centred approach, dominated by the text and focused on whole class instruction. Clearly something is not working (Griffin et al., 2007, p.199). Julie Moffat found in her study that one of the three least successful teaching experiences of NETs was a textbook-focused curriculum as materials and tasks were not tailored to students' needs and abilities (Moffat, 2008). Paul Surtees, further elaborated that too many NETs were stuck with following a strictly imposed timetable to cover set pages of an English textbook each and every lesson. The employment of NETs on routine textbook-style English lessons was a waste of a valuable and scarce resource. (Surtees, 2008).

2.5.2.6 Large Class Size and Heavy Workloads

The results from the TWE showed that the size of the student population, and the number of classes across which the NET was deployed, had a negative impact on opportunities for LETs and NETs to collaborate (Griffin et al., 2007). Julie Moffat revealed a similar result that one of the least successful teaching experiences of NETs was poor discipline and not having enough contact with a specific class because of large class sizes (Moffat, 2008).

In addition to the large class size, the workloads of the NETs were very heavy (Hong Kong Legislative Council, 1999b, para.4). Yeung Sum, legislator, mentioned that some NETs felt that there was very little scope for development in the teaching of English Language, for instance, by way of games, sports or extra-curricular activities, to encourage students to speak English more often because each teacher, who teaches over 40 students, had to mark students' homework and above all, to prepare the students for examinations (Hong Kong Legislative Council, 2000, para.2)

The NESTA reported that the pay cut in 2003 was not accompanied by a reduction in workload, but in many cases an increase in duties. The great majority of NETs offered a wide range of teaching and non-teaching duties to their students and schools. The duties included latest teaching methodologies, interesting lesson plans, enriched language learning, English enunciation, phonic awareness/reading/pronunciation, critical thinking skills, introduction to another culture, enjoyment in learning, extra-curricular (English Corner activities, English Society, debating, writing contests, extra public exam training), Hong Kong Schools English Speech Festival,

Staff development, editing of school documents, recommendation of teaching materials, and an English presence in the school encouraging the daily use of the language (Hong Kong Legislative Council, 2005e).

2.5.2.7 Unable to Understand the Local Education System

A minority of the NETs were unable to adapt fully to the local education or working environment (Hong Kong Legislative Council, 1999a, para.7). Some NETs reflected that the education system of Hong Kong is terrible (Hong Kong Legislative Council, 1999b, para. 4). They questioned that public examinations were not suitable for students of lower standard (Hong Kong Legislative Council, 1999b, para.4).

As NETs may know the education system of their own country, some misunderstandings about the local system may cause the NET to challenge the school management. The survey conducted by the EMB in 2005 found that 6% of the NETs reported their salary payment is not always on time (Hong Kong Legislative Council, 2005i, para.35). 64% of the NETs said they have to sit through staff meetings or professional development days conducted in Chinese, amongst them 28% thought they could accept it as their local colleagues helped to translate but the remaining 36% felt frustrated as they could not understand or contribute (Hong Kong Legislative Council, 2005i, para.35). 38% of the NETs said they had to stay behind at schools even if there are no particular duties to deliver, amongst them 20% accepted this as on-par with local teachers and the remaining 18% felt troubled by the arrangement (Hong Kong Legislative Council, 2005i, para.35).

2.5.3 Working with Locals

2.5.3.1 Unprofessional Leadership of School Heads

Leadership in English language development has been shown to be a critical component of an effective PNET School. School Heads have a direct influence on teachers and the effectiveness of the teaching-learning relationship. However, the Head's lack of involvement and lack of shared perception of the role and implementation of the PNET Scheme were characteristics of the least effective schools (Griffin et al., 2007, p.192). The TWE presented sustained evidence that there were participating schools in which the School Head did not share the teachers' perceptions of the implementation of the PNET Scheme, the role or importance of the NET in the school, and in some cases there was a lack of awareness of which staff were

undertaking professional development training. In the face of such a lack of connection in the PNET Scheme, the School Head could not be regarded as providing support or leadership.

2.5.3.2 Poor Motivation and Incompetence of Local English Teachers

Local English teachers seldom practised the use of English outside the school. Their reluctance, or lack of opportunity or motivation to practise their English meant that there was far less modelling and scaffolding available to the students than would be ideal (Griffin et al, 2007, p.193). Very few (2%) of the LETs indicated that they regularly spoke English outside their work environment. Indeed, almost 44% responded that they never or rarely ever spoke English at home, and 54% said that they did so only occasionally. In a group of teachers who specialised in English, such a low rate of practice is a matter of considerable concern. If the teachers did not have opportunities to practise their own use of English, it was hardly surprising that their students reflected this attitude. The lack of opportunities for teachers to develop their English proficiency, and the feelings of concern that some teachers expressed over their own competence with English and as teachers of the language, needed to be addressed at a system level (Griffin et al., 2007).

Philip Yeung, a Hong Kong-based writer, said that local English teachers seldom read a book for enjoyment, watched English programmes, or otherwise live the language. In their hands, English is not a living, breathing thing, but a cold, formal subject that humiliates, intimidates and alienates students. The canned examination English they teach is unconnected to the lives of students. The teaching content should cater to student interest and English should be the language of empowerment, not disenfranchisement. However, English, as a teaching language, was seen as a difficult, irrelevant foreign language. Students lack literacy skills, much less interest in lifelong learning. (Yeung, 2008).

While Rob Leung, a local teacher, blamed NETs for the poor standard of English in Hong Kong (Leung, 2011), Cecilia Li, a reporter of South China Morning Post, disagreed with his perspective. She pointed out that local teachers perpetuated the poor standards they have learned themselves with regard to pronunciation and grammar, even though they understood the local culture better. Another problem was that most Hongkongers were unwilling to use English in public and avoid it whenever possible. Therefore there was little chance for the students to gain a good command of English. More practice with native speakers from whatever geographical location was

definitely an advantage and the only way to truly learn a foreign language (Li, 2011). Li's point of view was supported by Stern (1983) that the native speaker's competence or proficiency or knowledge of the language is a necessary point of reference for the second language proficiency concept used in language teaching (p.341). Harmer (1991) further elaborated that students need to get an idea of how the new language is used by native speakers.

Iain Fraser, a NET in a local primary school, further questioned the local teachers' professionalism. He said that local teachers were poorly trained, not considered professionals, had low skills and little creativity. The principals were poor managers who lacked leadership skills and often demanded blind obedience from teachers and whose solution to problems was working longer hours (Fraser, 2008). Holliday (2005) explained this perspective as the native-speakerist because it negatively and confusingly labels what are in effect "non-native speaker cultures" as dependent, hierarchical, collectivist, reticent, indirect, passive, docile, lacking in self esteem, reluctant to challenge authority, easily dominated, undemocratic, or traditional, and, in effect, uncritical and unthinking (Pennycook, 2000; Kubota, 2001).

2.5.3.3 Lack of support

The TWE (Griffin et al., 2007) found that school heads played a crucial role in the success of the PNET Scheme. The benefits of the NETs were greatest when the principals and the panel chair supported the objectives of the scheme. The positive impact on the attitudes of students was observed when their LETs had formed a supportive working relationships with the AT (Hong Kong Legislative Council, 2007a, para.17).

However, some Primary school NETs left the service because they had difficulties adjusting to the local teaching or living environment, or in working with their superiors and co-workers (Hong Kong Legislative Council, 2005g, para.28). The survey conducted by the EMB found that in some school contexts NETs felt they lacked support from the school management and the EMB (Hong Kong Legislative Council, 2005i, para.34).

The NESTA also reported that the EMB did not offer adequate support to NETs in schools, which were able to bully and intimidate teachers with impunity, and to deny them their rightful holidays. Teaching schemes in other countries which, although their salary rates are lower, offered strong support systems to teachers and more

progressive employment conditions were attracting discontented NETs away from Hong Kong (Hong Kong Legislative Council, 2005c). The NESTA further elaborated that the NET was the only foreigner in the school except in a few cases, causing a feeling of isolation in an education system which was vastly different in the international English-teaching domain. This working condition was seen as a taxing challenge with little support (Hong Kong Legislative Council, 2005e). Barry Sadleir, a NET in a local school, explained that most schools employed only one NET so they worked in isolation: in a language environment they did not understand and in a cultural environment that was alien to them in many ways (Sadleir, 2011).

2.5.3.4 Unable to Understand Chinese Work Values

NETs and LETs may have different work values. Wong Kwan-yu, the chairman of the Federation of Education Workers, mentioned that teachers' workloads overseas were much lighter than Hong Kong teachers. However, Iain Fraser, a NET in a local primary school, disagreed with Wong Kwan-yu and believed that teachers elsewhere work harder and smarter than Hong Kong teachers. He compared that a primary schoolteacher in New Zealand would teach nearly seven 40-minute lessons a day whereas a Hong Kong primary schoolteacher may teach five 40-minute lessons each day. Plus, the time required for planning, preparation, marking and extra-curricular duties, the New Zealand teacher worked more hours than a Hong Kong teacher. Moreover, the teaching in New Zealand was student-centred and inquiry-based, which require efficient planning and organisation with energy and skills. The teacher-centred, textbook-orientated Hong Kong "training" approach requires little of these. He further pointed out that Hong Kong teachers are at school longer but they are not working harder. He elaborated his view by giving the example that he has never seen a teacher sleeping on the job until he came to Hong Kong. He thought that Hong Kong teachers were in an unhealthy work environment. Hong Kong thinking is that the longer you are at the workplace the harder you work. However, they were working neither harder nor smarter (Fraser, 2008).

The EMB agreed that the school culture in Hong Kong was very different from those in the home countries of NETs, such as the supervising practices in schools, workload and other school duties assigned to teachers, and expectation on teachers to work outside school hours. The cultural clash in some incidents was amplified when schools applied fair treatment mechanically and inflexibly to all teachers including NETs (Hong Kong Legislative Council, 2007a, para.12).

2.6 Summary of the NET and LET Perspective on the PNET Scheme

The inconsistent perspectives between NETs and LETs could be found in three aspects which are fringe benefits, working in local schools and working with NETs or LETs. Both NETs and LETs were not satisfied with unequal treatment of the fringe benefit from the two extreme perspectives. LETs felt that NETs were paid like bankers whereas NETs felt that they were underpaid. NETs have a different perspective looking at their work in local schools from LETs, in terms of the unrecognised leadership role, the limited use of their ability in teaching oral only, their different views on English teaching conceptions, the large class sizes and heavy workload, and their inability to understand the teacher-centred approach, textbook teaching and even the local education system. Likewise, the inconsistency existed when NETs and LETs worked together. Both NETs and LETs disagreed with each other's qualifications and competency to be English teachers. NETs felt that they lacked support whereas LETs felt that there was a lack of collaboration with NETs. While NETs were unable to understand Chinese work values, LETs complained that NETs were not able to understanding and adapt to Chinese work values.

Table 9 Different Perspectives between NETs and LETs on the PNET Scheme

Perspective	NET	LET
Fringe Benefit	<ul style="list-style-type: none"> • Insufficient special allowance • Insufficient and inflexible arrangement of the holidays • No career prospect 	<ul style="list-style-type: none"> • Unequal treatment
Working in local schools	<ul style="list-style-type: none"> • The leadership role has not been recognized • Don't make full use of the NETs' skills and expertise • Teach oral class only • Different perspectives on English teaching conceptions (cultural understanding, reality communication, literacy appreciation) • Teacher-centred approach and textbook teaching curriculum • Large class size and heavy workloads • Unable to understand the local education system 	<ul style="list-style-type: none"> • Challenge school management • Need some basic teaching skills to conduct local classes • Different perspectives on English teaching conceptions (knowledge transmission, acquisition of language skills) • Unable to understand the curriculum of public exam • Limited knowledge about Hong Kong
Working with LETs/ NETs	<ul style="list-style-type: none"> • Unprofessional leadership of school heads • Poorly motivated and incompetence of LETs • Lack of support • Unable to understand Chinese work values 	<ul style="list-style-type: none"> • Some NETs may not possess the required qualifications. • Bilingual or multilingual teachers may be better than NETs • Lack of collaboration • Unable to understand Chinese work values

CHAPTER 3

LITERATURE REVIEW AND THE THEORETICAL FRAMEWORK

This chapter is the review of the literature on cross-cultural adjustment, expatriate stress and job satisfaction. The literature related to factors contributing cross-cultural adjustment and stress, which are anticipatory factor (previous overseas living and teaching experience, and selection mechanism and criteria), individual factor (personality traits), job factor (role ambiguity and role conflict) and non-work factor (culture novelty) are reviewed. The conceptual framework, the research questions and the hypotheses of the study are also stated.

3.1 Expatriate Success

Lee (2007) defined expatriates' success as the expatriate remains until the expiration of the international assignment, achieving performance objectives, repatriation, and valuing the skills and knowledge of repatriates in a survey study of seventeen subjects and the interviews with four subjects. On the other hand, expatriates' failure can be defined as premature return, inability to adapt, undervaluing of the repatriates skills, not achieving assignment objectives and the lack of family assimilation (Lee, 2007).

The success of international assignments depend crucially on the performance of key expatriate personnel (Erbacher et al., 2006). Unfortunately, researches showed that expatriate failure rates have been quite high (Black, 1988; Tung, 1981). During the posting phase, expatriates may take a prolonged period of time to adjust, exhibit poor behaviours, be withdrawn or return home early, or may "brown out", completing their assignment in a low state of effectiveness (Forster, 1997). Expatriates who are unable to adjust may be disruptive, have personal goals poorly aligned with organisational goals, may reject local culture and resist localisation efforts (Hailey, 1996).

Singh (2012) found in a survey study of 1202 employees working in the 4 regions of the UAE that expatriates' adjustment, their well being and the level of satisfaction have a direct impact on their performance and ultimately leading to the expatriate success. A review of the literature on cross-cultural adjustment, expatriate stress and job satisfaction is focused in the following sections.

3.2 Cross-cultural Adjustment

One of the most common criteria for evaluating expatriate success is cross-cultural adjustment (Black and Mendenhall, 1991; Kealey and Protheroe, 1996; van der Bank and Rothmann, 2006). Forster (1992) reviewed the literature on trans-national career pathing and job mobility. He highlighted several possible implications for poor expatriate cross-cultural adjustment, including inadequate performance, psychological stress, negative effects on the expatriates' families, and long-term career repercussions upon the repatriated of failed expatriate assignments. In other words, cross-cultural adjustment is a temporal and primary outcome in an expatriate's assignment that would influence the development of secondary or more distal expatriate adjustment. The spillover effects of cross-cultural adjustment include stress (Hechanova et al., 2003) and job satisfaction (Takeuchi et al., 2002). Hechanova et al. (2003) reviewed the researches on the antecedents and consequences of expatriate adjustment using meta-analytic methods and found the causal relationships involving expatriate adjustment and outcomes of job strain and job satisfaction. Takeuchi et al. (2002) found in a study of Japanese expatriates, their spouses and their superiors that expatriates' cross-cultural adjustment was related to satisfaction.

In the following sections, cross-cultural adjustment is defined for the study. The six theories of cross-cultural adjustment are reviewed. The three dimensions of cross-cultural adjustment (work, interaction, and general adjustment) are discussed.

3.2.1 Definition of Cross-cultural Adjustment

Cross-cultural adjustment is conceptualised as the degree of psychological comfort an expatriate has with the various aspects of a host culture (Oberg, 1960; Nicholson, 1984, Mendenhall and Oddou, 1986; Black and Stephens, 1989; Gregersen and Black, 1990). Black (1988) defined cross-cultural adjustment as the process of adaptation to living and working in a foreign culture in a survey study of 67 American Expatriate Managers in Japan. It is the perceived degree of psychological comfort and familiarity a person has with the new host culture (Black, 1988). It involves uncertainty

reduction by imitating or learning appropriate local behaviours and harmonising with the culture (Peltokorpi and Froese, 2009).

Searle and Ward (1990) found, through a survey of 155 sojourners who were tertiary students from 42 countries and residents in New Zealand, that adjustment during cross-cultural transitions can be broadly divided into two categories: psychological adjustment and sociocultural adjustment. *Psychological adjustment* is the feeling of well-being and satisfaction. Psychological adjustment deals with subjective well-being or satisfaction in their new cultural environment. It has been associated with individuals' emotional states, cognitive perceptions, and personal trait variables (Ward and Kennedy, 1996). The concept of psychological adjustment encompasses a problem-oriented view, focusing on attitudinal factors of the adjustment process (Grove and Torbiorn, 1985; Juffer, 1986; Oberg, 1960). Searle and Ward (1993) investigated psychological and sociocultural forms of adjustment during the process of cross-cultural transitions through a survey of 105 sojourners who were Malaysian and Singaporean students in New Zealand. They found that psychological adjustment can best be understood within a framework of stress with depression predicted by life changes, extraversion, satisfaction with relationships with host nationals, and social difficulty. Additionally, it can be expected that personality variables and social support may affect adaptation to a foreign milieu.

Sociocultural adjustment is the ability to "fit in" and negotiate interactive aspects of the new culture. Sociocultural adjustment relates to culture-specific skills, the ability to negotiate with the host culture, or general intercultural competence (Cross, 1995; Ward and Chang, 1997; Ward and Kennedy, 1996). Cross (1995) conducted a path analysis of American and East Asian students studying in the U.S.. She revealed that the importance of the independent self-construal was positively related to direct coping strategies, which predicted reduced levels of stress for the international students. Ward and Change (1997) found, through a survey study of 139 Americans resident in Singapore that larger discrepancies in extraversion between subjects and members of the host culture were associated with higher levels of depression.

Expatriate adjustment is a predictor of an expatriate's job performance (Parker and McEvoy, 1993), turnover (Black and Stephens, 1989), satisfaction (Abe and Wiseman, 1983; Torbiorn, 1982), feelings of acceptance and coping with every activity (Brislin, 1981), as well as acquisition of culturally appropriate behaviour and skills (Furnham and Bochner, 1986). Berry (1997) explained that adjustment is a state whereby changes occur in the individual in a direction of increased fit and reduced

conflict between the environmental demands and the individual attitudinal and behavioural inclinations. The importance of this fit stems from the fact that it is often marked by reduced conflict and stress and increased expatriate effectiveness (Aycan, 1997).

3.2.2 Theories of Cross-cultural Adjustment

3.2.2.1 Lysgaard's U-Curve Function of Adjustment

Lysgaard (1955) was one of the first to suggest that sojourners pass through a series of stages of adjustment that take the form of a U-curve. Lysgaard (1955) proposed a U-curve of adjustment during cross-cultural relocation based on his interviews of 200 Norwegian Fulbright grantees who had resided in the United States for 6-18 months. He asked the grantees to retrospectively go back and discuss their experience. He stated that *"Adjustment as a process over time seems to follow U-shaped curve: adjustment is felt to be easy and successful to begin with; then follows a 'crisis' in which one feels less well adjusted, somewhat lonely and unhappy; finally one begins to feel better adjusted again, becoming more integrated into the foreign community"* (Lysgaard, 1955, p.51). In-country adjustment is believed to involve four distinct phases: *honeymoon, culture shock, adjustment, and mastery*. These stages may last anywhere from a few weeks to a few years depending on the individual and their circumstances. According to this view, people tend to start off their sojourn in good shape. Their well-being may even increase a little with entry into a new culture. Later, as they come to grips with the foreign culture, their sense of well-being declines. Then as they learn to cope, they come to feel better about themselves and the world around them.

However, the U-curve hypothesis has received surprisingly little empirical support. Church (1982) reviewed literature related to the psychological adjustment of relatively short-term visitors or sojourners to new culture and concluded that evidence for the U-curve is "weak, inconclusive, and overgeneralised." Furnham and Bochner (1986) pointed out that the rate of cultural learning is not the same across sojourners and the U-curve hypothesis is too vague and too generalised to be of much use in predicting or understanding sojourner adjustment. Selby and Woods (1966) conducted two three-hour semi-structured interviews of 18 non-European foreign students to discover the nature and timing of their adjustment to American university life. They argued that not every sojourner follows the U-curve, and some might skip some stages. Deutsch and Won (1963) proposed that the time frame of adjustment also

seems to depend on variables associated with particular individuals or host nations. Each stage might last for as little as one month or as much as several years. Gullick (1988) suggested that cultural adaptation is best viewed as a learning process depicted by step or cyclical models rather than U-shaped diagrams. Therefore, the U-curve function of adjustment has been criticised for being too flexible and thus largely meaningless (Liao, 2010).

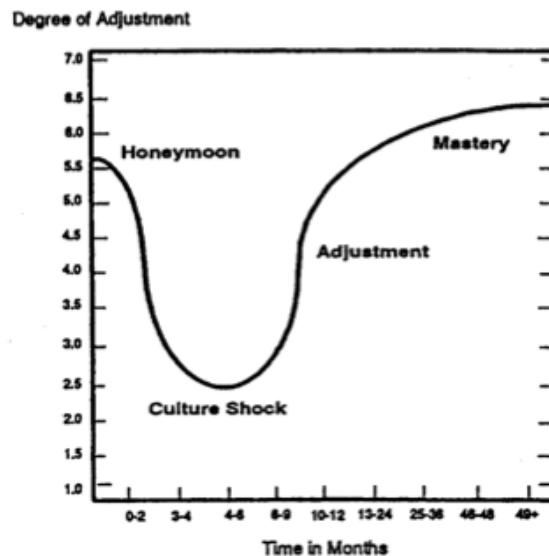


Figure 1 The U-Curve Function of Adjustment (Black and Mendenhall, 1991, p. 225)

3.2.2.2 W-Curve Function of Adjustment

Gullahorn and Gullahorn (1963) extended the single U-curve into a W-curve which is a double U-curve. They conducted both an interview and a questionnaire study of 400 American students in France and 5300 American Fulbright and Smith-Mundt grantees whose awards took them to all areas of the world. It encompasses both the sojourner's adaptation to a foreign culture and his or her re-adjustment to home culture. The W-curve represents the adjustment of the sojourner along a temporal dimension. In a very general manner, the sojourner tends to undergo a decline in adjustment shortly after entering a foreign culture, which is followed by a recovery stage with a resultant increase in adjustment; then, on returning home, the sojourner undergoes another decrease in adjustment followed by a second stage of recovery.

3.2.2.3 Culture Shock Theory

Rather than describing adjustment strictly in terms of curve functions, other researchers (Hall, 1959; Oberg, 1960; Bock, 1970; Lundstedt, 1963) have portrayed adjustment in verbal terms as a series of sequential stages. Culture shock is a phenomenon that occurs during the adjustment process. According to Oberg (1960), culture shock refers to the disorientation and anxiety experienced by sojourners in cross-cultural transition. It is the natural outcome of adjusting to a new culture - its customs, language, norms and usually includes such symptoms as anxiety, irritability, and psychological discomfort. Hall (1959) defined culture shock as a removal or distortion of many of the familiar cues one encounters at home and the substitution for them of other cues which are strange. Bock (1970) described culture shock as a disturbing feeling of disorientation and helplessness resulting from exposure to an alien society. Lundstedt (1963) described culture shock as a reaction to stress in an environment where the satisfaction of important psychological and physical demands is usually uncertain and difficult to foresee.

Recent studies defined cultural shock as a normal process of transition, adaptation and adjustment in which an individual who enters a foreign environment for an extended time period experiences cultural stress involving some degree of anxiety, confusion, disruption, helplessness, and irritability (Befus, 1998; Church, 1982; Littrell et al., 2006). Befus (1998) designed a treatment with psychotherapeutic techniques and implemented with 64 North Americans who had recently arrived in Costa Rica to study Spanish. A significant difference between the experimental group and the control group was found and inferred that the treatment was effective in reducing symptoms of psychological distress for sojourners. Littrell et al. (2006) reviewed the literature of cross-cultural training research in the past 25 years and revealed that cross-cultural training is effective in facilitating success on expatriate assignments. However, not all sojourners experience the same level of anxiety, or experience anxiety for the same length of time (Church, 1982; Stening, 1979). Stening (1979) reviewed the literature on the matter of misunderstandings between persons engaged in cross-cultural relationships and revealed the importance of interpersonal level on the issue.

According to Oberg (1960), there are four key stages in the overseas experience reflecting an individual's psychological and cultural adjustment to a new environment. Stage one is a period of *incubation*, during which time the sojourner may feel highly elated. Stage two is a period of *crisis* resulting from the genuine difficulties that the sojourner may begin to encounter in a different culture. At this stage, the

activities of daily living that have previously been taken for granted become insurmountable problems. *Culture shock* occurs at the transition between stage two and stage three, when the person has received the maximum amount of negative feedback but as yet has very little idea as to what is appropriate behaviour. Stage three is a period of *recovery* in which the sojourner begins to understand some of the cues of the host culture. Stage four is *the complete period of recovery* in which the sojourner accepts the host culture.

3.2.2.4 Black, Mendenhall and Oddou's Framework of International Adjustment

Black, Mendenhall and Oddou (1991) proposed the theoretical framework of cross-cultural adjustment that has been used in recent years. They integrated the theoretical and empirical work of both international and the domestic adjustment literature. This integration provided a more comprehensive framework than might be obtained from either of the literature alone. They proposed that certain individual factors and organisational factors create an expatriate's anticipatory adjustment that, in turn, is related to the in-country adjustment of the expatriate.

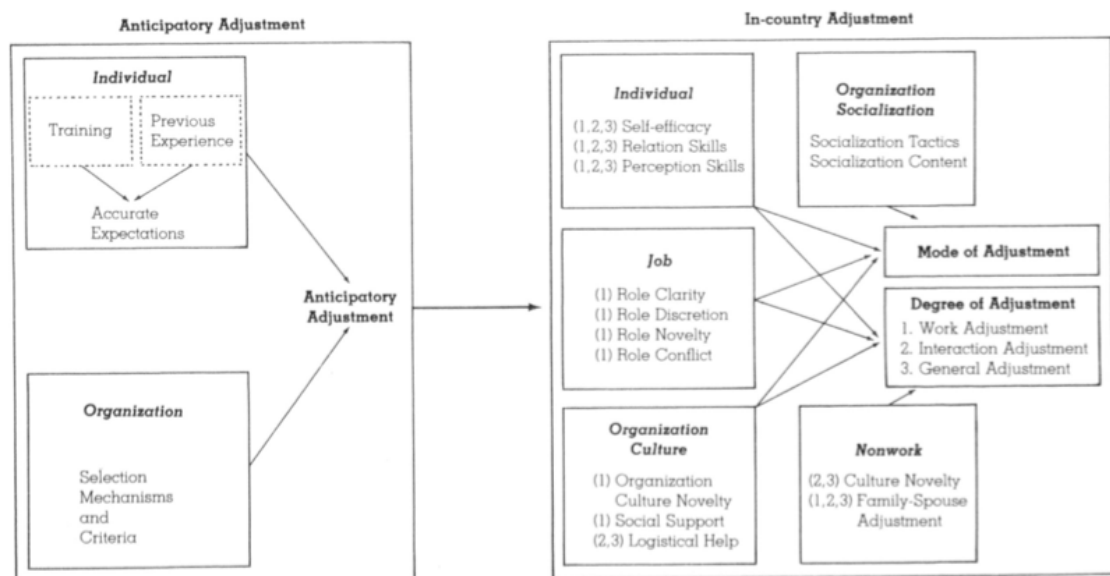


Figure 2 Framework of International Adjustment (Black et al., 1991, p.303)

The *individual factors of anticipatory adjustment* are training and previous international experience, which help the expatriate in creating more accurate expectations regarding the current assignment. Caligiuri et al. (2001) utilised a sample of seventy-three expatriates who completed questionnaires approximately ten months after arriving in their host countries. All the expatriates had pre-departure cross-cultural training, but the training varied in perceived relevance. They revealed that *pre-*

departure cross-cultural training is positively related to cross-cultural adjustment by enhancing accurate expectations on behalf of the expatriate. Eschbach et al.(2001) investigated different methods of training, and the results as perceived by repatriates. The results demonstrated that repatriates who had received integrated cross-cultural training displayed higher levels of skill development and exhibited cultural proficiency. *Prior experience* is positively related to cross-cultural adjustment (Shaffer et al., 1999). Shaffer et al. (1999) found, through a survey with 452 expatriates from 29 different countries assigned to 45 host countries by large multinational firms, that different patterns of adjustment for those with different amounts of previous expatriate experience. In addition to the individual factors, organisation factor that contribute to create the expatriates' anticipatory adjustment is *selection mechanisms and criteria*. Expatriates that have been selected on the basis of a wide array of relevant criteria and from a pool of candidates are believed to adjust more easily and quickly (Black et al., 1991).

According to Black et al.'s framework (1991), in-country adjustment is influenced by a number of variables pertaining to the individual, the job, the organisation culture and socialisation, culture novelty and family-spouse adjustment. The *individual variables of in-country adjustment* are self-efficacy, relation skills, and perception skills. These are expected to relate to all three dimensions of cross-cultural adjustment. Harrison et al. (1996) found, through a survey of 99 American expatriates in Europe, that expatriates with high general self-efficacy expressed significantly greater degrees of general, interaction, and work adjustment than those with low general self-efficacy. *Job factors* of importance regarding cross-cultural adjustment are *role clarity* and *role discretion* that may reduce uncertainty associated with work adjustment. *Role conflict* and *role novelty*, on the other hand, are suggested to potentially increase uncertainty and thereby inhibit adjustment. *An organisation culture* that includes social support from co-workers in the host organisation and logistical support given by the organisation reduces the expatriates' uncertainty, and may therefore facilitate adjustment. The greater the distance between the culture of home organisation and the host organisation, the more challenging adjusting to the new surroundings may be. Palthe (2004) extended previous research on cross-cultural adjustment through a field study of 196 American business executives on assignment in Japan, Netherlands, and South Korea. She provided evidence of the importance of *organisation socialisation* and its relationship to general and interaction adjustment, in addition to a significant relationship between cultural similarity and general adjustment. Similar to role novelty, the general *culture novelty* of the host country influences

interaction and general adjustment. The uncertainty of a *poorly adjusted family or spouse* may also inhibit the expatriates' own adjustment due to a spillover effect.

The most important contribution of Black et al's cross-cultural framework is that the cross-cultural adjustment process is defined as multi-dimensional, and that the degree of cross-cultural adjustment is multi-faceted (Liao, 2010). The Framework of International Adjustment has an advantage in that it begins to move away from the strictly linear model of adjustment, based on time, toward the recognition of adjustment as a broad multifaceted construct with interacting dimensions. This seems reasonable considering that individuals vary in the amount of time they need for adjustment (Strubler et al., 2011).

3.2.2.5 Hofstede's Cultural Adjustment Process

According to Hofstede (2001), culture shock is caused by the acculturation stress which derives from the intercultural communication and cooperation with the representatives of a foreign culture. He has expanded the coverage of countries examined from 40 to more than 50, reformulated his arguments and a large amount of new literature has been included in his book "*Culture's Consequences*". In Hofstede's version of U-curve model, the four stages are: euphoria, culture shock, acculturation and stable state. This model of cross-cultural adjustment points out the feelings of a person adjusting into a new culture at different points of time. It shows the level of adjustment of an individual into a new culture and how it varies across time. The culture shock itself has been mainly indicated to emerge from zero to three months after arrival (Torbiorn, 1982; Black and Mendenhall, 1991; Ward and Kennedy, 1996). Even though the U-Curve has been widely used in describing the notion of culture shock and the adjustment process, there has been a little evidence of such model existing in practice (Selmer, 1999; Ward et al., 1998). Selmer (1999) conducted a survey study on coping strategies on western expatriates currently working on the Chinese mainland and revealed that managers who use problem-focused coping strategies adjust better than those using symptom-focused strategies do. Ward et al. (1998) found in a longitudinal study of psychological and sociocultural adaptation of 35 Japanese students in New Zealand, that contrary to the U-curve proposition, adjustment problems were greatest at entry point and decreased over time. The U-curve model does not explain how individuals move through the different phases.

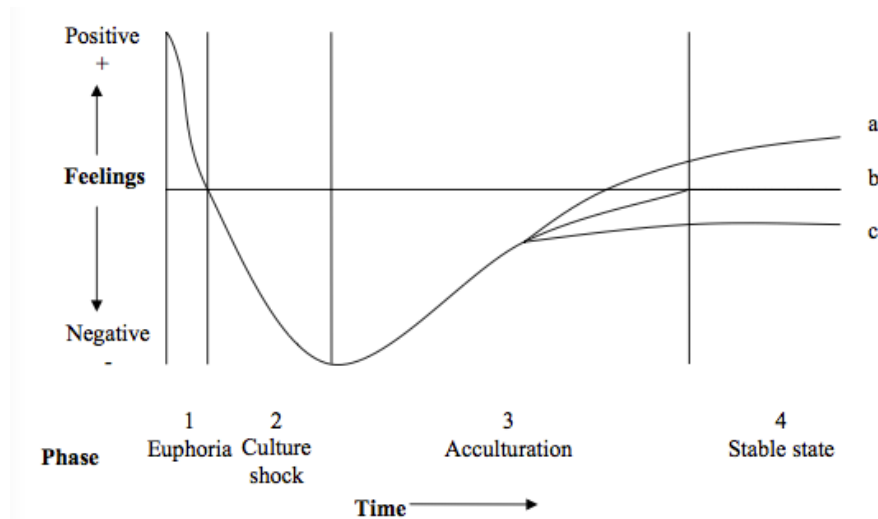


Figure 3 Cultural Adjustment Process (Hofstede, 2001, p.426)

3.2.2.6 A Model of the Expatriates' Cross-cultural Adjustment

van der Bank and Rothmann (2006) proposed a model to describe cross-cultural adjustment to an international assignment through a survey of 95 expatriates from eight multinational companies based in South Africa (see Figure 4). The model includes two components affecting cross-cultural adjustment, namely the perception of the situation (which could be conceptualised in terms of stress, motivation, company support, social support, and language), and personality traits.

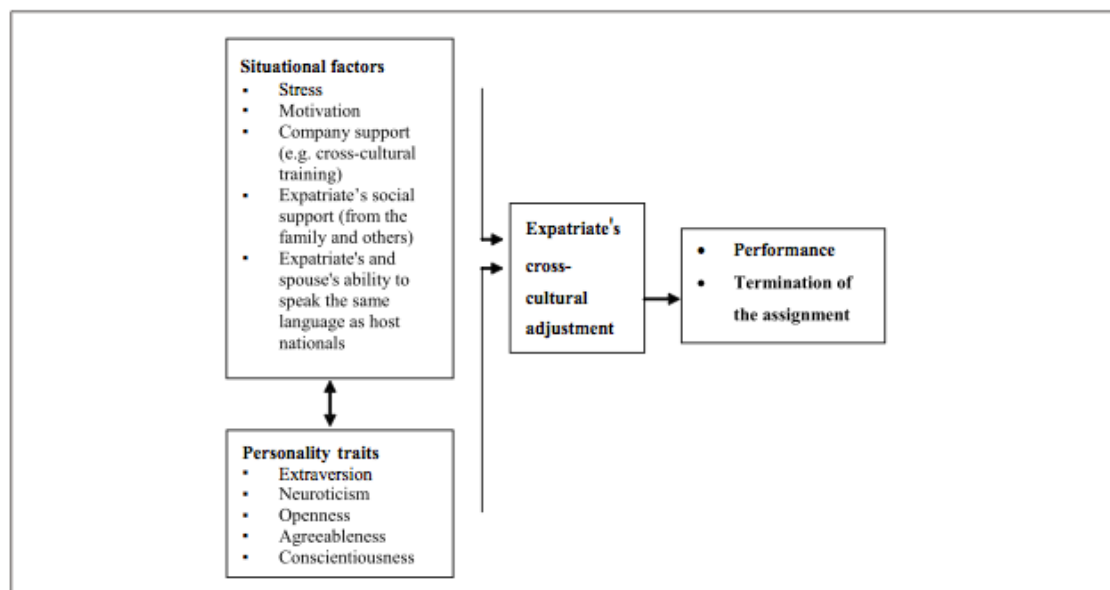


Figure 4 A Model of the Expatriates' Cross-Cultural Adjustment (van der Bank and Rothmann, 2006, p.30)

This model proposed that the characteristics of the situation and the person have effects on adjustment. *Situational factors* that could affect the adjustment of expatriates include stressors in the situation, company support, social support (family and others), and the ability to speak the language of the host culture. *Personality traits* as variables are relatively stable characteristics of expatriates' dispositions and environments, and refer to what is available to them for their cross-cultural adjustment.

van der Bank and Rothmann (2006) explained that although personality traits were weakly related to the stress of expatriates, stressors, family support and motivation of expatriates should be considered when selecting and managing expatriates. Expatriates who experienced high family support, experienced less cultural stress and showed better cross-cultural adjustment (Handler, 1995; Forster, 1992). Support by family and others can provide expatriates with the emotional support that helps them overcome the negative feelings and experiences that are a natural part of the cross-cultural transition (Shinn et al., 1984; Shumaker and Bronwell, 1984). Caligiuri and Philips (2003) used a true experimental design in a field setting by randomly assigned ninety-two participants who worked in a multinational oil and energy company based in the USA to one of two groups. Group 1 was the experimental group and was given the self-assessment realistic job preview (RJP) for expatriate assignments while Group 2 was the control group and was not given the self-assessment RJP for expatriate assignments. The results indicated that the expectations raised prior to an expatriate starting on the global assignment would affect his or her cross-cultural adjustment. The more congruent an individual's expectations are with reality once on the assignment, the better the expatriates' adjustment will be to the international assignment. These expectations will in turn affect the feelings of culture shock while on the global assignment. In addition to these factors, the more expatriates are supported by host nationals, the more likely they will be to learn culturally appropriate norms and behaviour (Parker and McEvoy, 1993; Black et al., 1991; Briody and Chrisman, 1991).

3.2.3 Dimension of Cross-cultural Adjustment

Research studies have found that adjustment to international assignments should be considered as a multidimensional construct consisting of three distinct dimensions of adjustment: work adjustment, interaction adjustment, and general adjustment (Black and Stephens, 1989; Black, 1990a and 1990b). They concluded in the literature and suggested that adjustment could be measured in terms of adjustment to work situation, to interaction with host nationals and to the general environment.

Different antecedents were related to different facets of adjustment (Black and Gregersen, 1991).

3.2.3.1 Work Adjustment

Work adjustment refers to the adjustment to the new job requirement (Black, 1988). Reegard (2011) stated in his study of 67 North European expatriates located in China that work adjustment pertains to the specific job responsibilities, performance standards, and supervisory responsibilities in the new environment. According to Black et al. (1992), adjustment to the job is the easiest of the three dimensions of adjustment primarily because job adjustment is aided by similarities in procedures, policies, and requirements of the foreign operation and home-country operation tasks. However, effort is still needed to adjust because the corporate culture of the foreign subsidiary may differ from what the expatriate was used to back home. Thus, the following was hypothesised:

*Hypothesis 1a: **Work adjustment** will be positively related to **job satisfaction**.*

3.2.3.2 Interaction Adjustment

Interaction adjustment concerns how comfortable an individual feels with regard to interacting with the host nationals both at work and outside of work (Reegard, 2011). Interaction adjustment with individuals in the foreign country is generally the most difficult dimension of adjustment (Black et al., 1992). It is because it is in interactions with host-country nationals that differences in perceptions, beliefs, and values emerge. Different cultures have different rules to guide the proper functional of individuals within their respective societies. As a result of all these differences, conflicts and misunderstandings may arise between newcomers entering the foreign culture and the host nationals. This can lead to anxiety, anger and depression, which ultimately hinder adjustment. This is especially acute, given that values and assumptions are those aspects of the culture that are not directly visible to outsiders and are, therefore, the most difficult to understand.

Many studies have shown that expatriates who develop close relationships with host country nationals are generally better adjusted and more productive in their international assignments than expatriates who do not develop such friendships (Caligiuri, 2000b; Mendenhall and Oddou, 1985; Selmer, 2006). Hawes and Kealey (1981) studied some 100 variables on adaptation and effectiveness of technical

assistance personnel working in six developing countries. They found that the best predictor of overseas effectiveness was “Interpersonal Skills”. Bell and Harrison (1996) proposed a model integrating the bicultural life experiences and effects of other constructs on expatriate adjustment and discussed parallel themes in literature on biculturalism and on the knowledge, skills, abilities and other requirements for expatriate effectiveness. They indicated that interacting with host nationals helps in diminishing the culture shock among expatriates. Aycan (1997) proposed a conceptual model to identify critical antecedents of expatriate adjustment and explained that the expatriates’ interaction with others in the new culture enables them to learn about appropriate behaviour in work and non-work contexts, which enhances the expatriates’ understanding of the host nationals and facilitates their adjustment. Thus, the following was hypothesised:

*Hypothesis 1b: **Interaction adjustment** will be positively related to **job satisfaction**.*

3.2.3.3 General Adjustment

General adjustment refers to the degree of comfort an individual feels with the general living conditions of a new setting (Reegard, 2011). General adjustment to the foreign culture and living conditions abroad includes such issues as food, housing, shopping, and health care. In terms of difficulty, the dimension of general adjustment generally falls between job and interaction adjustment (Torbiorn, 1982). Thus, the following was hypothesised:

*Hypothesis 1c: **General adjustment** will be positively related to **job satisfaction**.*

3.3 NETs as Expatriates

As stated in the previous sections, expatriate adjustment has been studied extensively in the literature within the context of traditional corporate sponsored expatriates. In general, an expatriate is an individual who travels voluntarily to a foreign country usually for specific objectives, such as educational, professional, or personal opportunities, with intention of returning to his or her home country (Church, 1982; Ward and Kennedy, 1993). Tams and Arthur (2007) studied careers across cultures on the basis of a review of four empirical papers in this issue. They stated that corporate sponsored expatriates still work for the same employer and therefore are more

connected with their home country in many ways although they leave their job and home country in pursuit of their foreign assignment.

However, in the case of the NET Scheme in Hong Kong, NETs are individuals who take on expatriation on their own initiative which are known as self-initiated expatriates (Tung, 1988). They are also a group of imported and overseas-qualified teachers recruited to schools in Hong Kong (Sharplin, 2009). While the concept of cross-cultural adjustment might be the same in principle for both corporate sponsored and self-initiated expatriates, the process leading to adjustment and its determinants and outcomes may be different. NETs in Hong Kong may confront the unique situation that hinder their adjustment in their living and working environment. The following sections discuss NETs as a distinct expatriate group of self-initiated expatriates and imported and overseas-qualified teachers.

3.3.1 NETs as Self-Initiated Expatriates

Tung (1988) described how boundaries between countries are becoming more permeable and careers more fluid leading to the emergence of a new breed of expatriate - self-initiated expatriate (SIE) - who has recently been recognised as an important element of the global workforce. While corporate sponsored expatriates are often selected and motivated to expatriate by their employer, self-initiated expatriates independently take the initiative to seek employment outside their home countries. Suutari and Brewster (2000) studied a group of graduate engineers from Finland and indicated that self-initiated expatriates are a more heterogeneous group than corporate sponsored expatriates. It includes both people in their early careers as well as more experienced people who chose to pursue their career abroad. Richardson and Mallon (2005) studied a group of British expatriate academics and found that individual desire for adventure, life change, and family concerns were key incentives driving decision to expatriate for academics and that the expatriation experience has enriched their career experience. As a result of these reasons, Peltokorpi and Froese (2009) showed in a survey study of 179 expatriates in Japan that self-initiated expatriates were better adjusted to general aspects of their host country and interactions with host-country nationals than organisational expatriates.

Self-initiated expatriates may deal with much more uncertainty and bear much more risk in the move abroad as they step into a completely new territory and environment (Tams and Arthur, 2007). Self-initiated expatriates have self-managed careers because they do not have the continuous support of an employer (Banai and

Harry, 2004). Guzzo et al. (1994) investigated employer practices toward expatriate managers and how those practices relate to retention-relevant outcomes. They found that self-initiated expatriates might take significantly longer periods to stay abroad and there are no guarantees of finding suitable employment upon returning to the home country.

Inkson et al. (1997) compared expatriate assignment and overseas experience models of international career experience and identified several distinctive characteristics of self-initiated expatriates from corporate sponsored expatriates. First, they are not employees of multinational organisations. Instead of being assigned to work in a foreign culture, they themselves make the decision to go abroad to face the challenges of living and working in an unfamiliar environment. Second, self-initiated expatriates tend to see their international experience as a means of developing themselves personally. Achieving specific company goals is not a primary motivational force for becoming an international worker. Third, while corporate sponsored expatriates usually have generous relocation packages, self-initiated expatriates often fund their own relocation expenses through personal savings. Fourth, self-initiated expatriates do not follow a traditional career path within an organisation. They have no boundaries in their career development. They are willing to move around the world and work in foreign countries for their self-development or for other personal agenda.

Previous researches offered some insights on the reasons why individuals decide to become independently and internationally mobile which are significantly different from those related to corporate sponsored expatriates. Banai and Harry (2004) extended the description and explanation of boundaryless careers to the global arena and classified self-initiated expatriates into six categories, including the failed expatriates, those with unique expertise, the cosmopolitans, the mavericks, the returning nationals, and novelty seekers. They indicated that those professionals offer employers many advantages over corporate sponsored expatriates such as lower costs, flexibility, and more commitment to their assignments. In the research on expatriate academics, McKenna and Richardson (2007) used metaphors to classify self-initiated expatriates based on the reasons why they choose to expatriate. The classification includes Mercenary reasons (those who seek better rewards, lifestyle and benefits), Architects (who pursue their careers independently of organisational structures), Refugees (those who desire to escape from certain conditions at home), Explorers (who seek to experience the adventure of new environment abroad), Seekers (who seek something for their personal life such as self-knowledge), Tightrope walker (individuals looking for risk and challenge), and Missionaries (who want to do

good to others and bring advancement to other parts of the world). Similarly, Suutari and Brewster (2000) classified a group of Finnish graduate engineers in their study into six groups of self-initiated expatriates. They are young opportunists with relatively independent family situations, job seekers escaping unemployment at home, officials working for international organisations, localised professionals who have decided to stay abroad permanently, international or global specialists who follow jobs around the globe, and dual career couples. They also found that many of them pursued self-initiated international careers because of high unemployment and perceived constraints of the domestic labor market.

In the sense of the distinction between corporate sponsored expatriates and self-initiated expatriates, NETs could be categorised as self-initiated expatriate teachers who choose to start or pursue their teaching career in Hong Kong. They may face the unique employment conditions and challenges as other self-initiated expatriates will face.

3.3.2 NETs as Imported Teachers

Imported teachers are those directly recruited and appointed from overseas to a teaching position in another country (Sharplin, 2009). Kamler et al. (1998) conducted a statewide survey of Victorian State Secondary schools and emphasised the need to better understand the professional and cultural isolation overseas-born teachers may experience in a new culture and work environment. Inglis and Philips (1995) studied the imported teachers from the UK and New Zealand to Australia and they noted that conditions in schools did not encourage them to stay longer than they were bound by their contracts. Unfamiliar curriculum, difficult classroom situations, pupils with different cultural expectations of the pupil-teacher relationship, and hostility from local colleagues were the factors affecting their intention to stay.

For imported teachers, relocation to a new culture is likely to be a culturally and geographically unfamiliar experience, directly affecting all aspects of their lives. However, teachers relocating internationally typically do not receive pre-departure cross-cultural training and orientation programs (Joslin, 2002). On arrival, they may experience culture shock, passing through a honeymoon phase of euphoria and optimism, a period of confusion and anxiety, and then recovery and readjustment (Joslin, 2002). Some new arrivals retreat into “culture-bubbles”, relying heavily on support from culturally familiar others as “anchors”. Others “go native”, immersing themselves in local culture (Sharplin, 2009). Imported teachers, like in Australia, are

offered a three-day general induction if they commence employment at the beginning of the school year. Practical and effective induction remains patchy. For teachers commencing after the beginning of the school year, no formal induction process exists (Sharp, 2006; Sharplin, 2008).

Sharpline (2009) studied the experience of the imported teachers in Australia and identified the challenges they faced and concluded with factors influencing retention and attrition. First of all, imported teachers were motivated by short-term “sea-change” reasons, desiring career and lifestyle opportunities for periods of up to five years. Besides, imported teachers experienced difficulty navigating government bureaucracies. Teachers with qualifications from other countries experienced difficulty with recognition of their qualifications and requirements to upgrade them. Moreover, imported teachers with limited or inaccurate knowledge of their location faced greater difficulties with adjustment. They valued proximity to particular geographic features or recreational areas, natural beauty and environmental attributes as having a positive impact on their lifestyle. Furthermore, imported teachers have no time to functionally or culturally orientate themselves to their new location. They were unfamiliar with the education system and curriculum. They reported a need for information about school policies (particularly behaviour management), roles and duties of support personnel, procedures for using equipment and acquiring resources, and non-teaching roles that were unfamiliar responsibilities in other cultures. In addition, imported teachers experienced difficulties with cultural integration. They had established expectations of students, schools, colleagues and have already developed a degree of teaching competence. Confronted with new cultural, social and organisational contexts, they needed to modify their expectations. They felt confronted by challenges to their competence and the time it took to regain efficacy. Last but not least, imported teachers reported uncertainty and anxiety that contributed to “stay or go” dilemmas. Teachers on short-term contracts experienced increased workloads to enhance chances of re-employment, lack of stability, and lack of opportunity to establish relationships in the school community.

3.4 Expatriate Stress

Job-related and personal stress are two of the major reasons of expatriate failure (Koteswari and Bhattacharya, 2007). The dysfunctional consequences of stress in a foreign assignment can take on a number of negative implications such as absenteeism, alcohol and drug abuse, turnover, early return to the domestic organisation, aggression to others within and outside the organisation, extended

leaves, or any combination of these negative behaviours (Lange and McCune, 1989, Jong and McMullen, 1992; Liese et al., 1997; Darby, 1998; Kemmerer et al., 1998; McIntosh et al., 1998). Liese et al. (1997) and Kemmerer et al. (1998) found, through a study of 10844 staff and consultants of the World Bank experience and a study of 226 travellers that international business travel may pose health risks. McIntosh et al. (1998) conducted a survey study of 138 travel agency clients and 100 individuals attending a hospital travel clinic and revealed that there was a strong relationship between physical health problems and frequency of anxiety.

In the following sections, the concept of stress is defined. The stress process in expatriates and the causes of stress among self-initiated expatriates are examined. The relationship between job-related stress and job satisfaction is discussed.

3.4.1 Definition of Stress

Stress can be defined as a negative emotional and physiological process that occurs as individuals attempt to adapt to their environment situation (Nassiri, 2005), especially when there is a perceived excess of environmental demands, over an individual's perceived capability to meet them (McGrath, 1970). It refers to situations where the well-being of individuals is detrimentally affected by their failure to cope with the demands of their environment. Stress is correlated with a person's fear of failure (McGrath, 1976).

Beehr and Franz (1987) categorised three types of stress. The first type is *stimulus-based* which considers stress as a situational or environmental based stimulus, impinging on the person. The second type is *response-based*, defining stress as an individual's psychological or physiological response to environmental/situational forces. The third type is *stressor-strain approach* which defines stress as both the stimulus (source of stress) and the response (outcome or manifestation of stress or strain).

Perceived stress is defined as people's appraisal of events as threatening or challenging. Argyle (1964) explained that the causes of stress depend on how individuals perceive and appraise the demands being made of them, then these causes don't exist objectively and may vary greatly from another. McGrath (1976) elaborated that stress is a result of a "perceived" threat, and is not necessary related to actual environmental conditions. Stressors can be divided into those that arise from within an individual (internal), and those that are attributable to the environment (external).

The degree of stress is correlated with a person's perceived inability to deal with an environmental demand. In other words, a person's level of stress depends on their self-perceived abilities and self-confidence (McGrath, 1976). Arnold & Feldman (1986) defined stress as "the reactions of individuals to new or threatening factors in their work environment. This definition highlights the fact that reactions to stressful situations are individualised, and can result in emotional, perceptual, behavioural, and physiological changes. Williams and Huber (1986) tested his proposed model relating job stress to four intentions to withdraw from practice mediated by job satisfaction and perceptions of physical and mental health by using a sample of 1735 physicians. They defined stress in their study as "a psychological and physical reaction to prolonged internal and/or environmental conditions in which an individual's adaptive capabilities are overextended".

3.4.2 Stress Process in Expatriates

Stress is defined as an interactive psychological process or a psychological state between the individual and the situation (Di Martino, 1992; Cox, 1993). This process will be influenced by the nature and the extent of the demands, the characteristics of the person, the social support available to the individual and the constraints under which the coping process is taking place (Cox et al., 2000).

According to Selye's (1976) General Adaptation Syndrome (GAS), four stages of expatriate stress can be identified: Pre-alarm, Alarm, Resistance and Exhaustion stages. The first stage of expatriate stress is the *Pre-alarm Stage*. The expatriate is totally unprepared for the foreign assignment at this stage. The stage of *Alarm* starts when an expatriate actually lands in the host country. The expatriate identifies the differences in culture and experiences unfamiliarity with the situation and people. Hence, they may find that other people's behaviour does not match with one's own behaviour and one's own behaviour does not produce expected results. They will find that the environment makes new demands for which he or she neither has ready-made answers nor the ability to develop new and culturally appropriate responses. In the *Resistance Stage*, to overcome the difficulty of adjustment and adaptation, the expatriate uses all physical and psychological resources to meet the environmental demand and to reduce the discrepancies. In the *Exhaustion Stage*, if the expatriate is able to adjust in the host country's culture, it leads to effective performance and increased productivity. Otherwise, he or she will be unable to adjust to the host country's culture, feels exhausted, loses interest in work and completing the assignment, and tries to come back to the parent country (Koteswari and Bhattacharya, 2007).

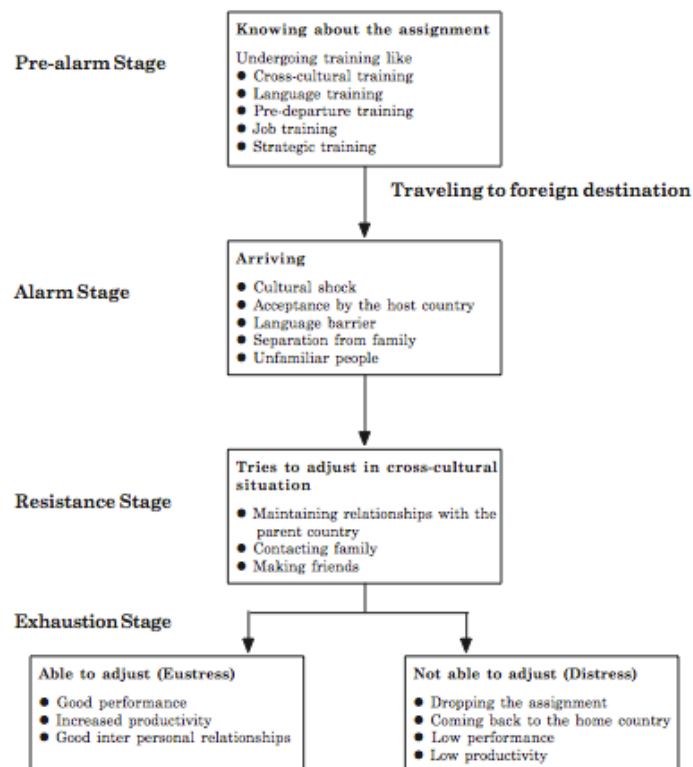


Figure 5 Different Stages of Stress Process of an Expatriate (Koteswari and Bhattacharya, 2007, p.91)

3.4.3 Causes of Stress among Self-initiated Expatriates

Expatriation is a stressful event and adjustment is needed to reduce stress. Forster (1997) and Tung (1981) argued that a main cause of cross-cultural assignment failure is the stress and uncertainty experienced by the expatriate. From the individual's point of view, an international business experience may have a number of positive outcomes, including skill acquisition, personal development, and long-term career advancement (Black et al., 1992). However, it is well documented that the career implications of international assignments are often frustrating. In the light of these positive and negative aspects associated with international relocations, individuals must confront a high degree of uncertainty when they are offered a foreign assignment (Bonache, 2005). Soylu (2007) conducted a survey study of 188 foreign and corresponding U.S employees in the USA. He found a number of possible causes of stress among self-initiated expatriates. They include unclear residency status, job insecurity, perceived workplace discrimination, perceived powerlessness, role ambiguity, separate from familiar network contacts, and culture.

Unclear Residency Status is one of the possible causes of stress among self-

initiated expatriates. Self-initiated expatriates' paper work about their immigration status is totally based on employer support. If the employee loses this support or the employer slows down the process then self-initiated expatriates will experience more uncertainty about their job and future (Soylu, 2007).

Job insecurity is defined as a perceived powerlessness to maintain desired continuity in a threatened job situation (Greenhalgh and Rosenblatt, 1984). Job insecurity gives employees a negative mood and uncertainty about their future career. This is more likely to happen for self-initiated expatriates. In order to maintain their immigration status, self-initiated expatriates might not be satisfied with what they are supposed to do instead of what they want to do. Job insecurity will be a stronger cause of job stress for them since the consequences of losing a job are generally more disruptive for them. They may need to leave the country (Soylu, 2007).

Perceived workplace discrimination has psychological and physiological effects on individuals (Soylu, 2007). Self-initiated expatriates are especially likely to be the target of discrimination because of their nationality, religion, ethnic culture, and race. Furthermore, discrimination will have a greater impact on foreign workers as they will have fewer interpersonal and legal support and resources to deal with it.

Perceived powerlessness is a source of stress (Soylu, 2007). Self-initiated expatriates will tend to have less access to participation and influence because of their "outsider" status. The powerlessness will also be a stronger source of stress for foreign employees, since they may perceive that exclusion from the inner circle of decision-makers may jeopardise their job security, and thus force an undesired leave from the country.

Expatriates are more likely to experience *role ambiguity* (Soylu, 2007). Self-initiated expatriates have less experience with the national work culture. They will generally have less competence with the national language, and in particular with nonverbal aspects of communication. Furthermore, both formal and informal role expectations are more likely to be in conflict with the expectations of those from other cultures.

Separation from familiar network contacts has been found to be one of the stresses for self-initiated expatriates (Soylu, 2007). Self-initiated expatriates may experience more stress because of the separation from familiar interpersonal contacts within families, friendship networks, and communities.

Culture can have a direct effect on experienced stress (Soylu, 2007). Potential stressors have different effects in different cultures. Smith et al. (1995) conducted a survey study looking at stress among university faculty at a land-grant university located in the western region of the U.S. They found that people from individualistic culture will tend to seek high level of job control, and thus may find low control to be an important source of stress (Hamid, 1994). Due to emotional independence, individualists believe that they have the right to take care of themselves and have a private life (Ho and Chiu, 1994). In collective cultures, poor interpersonal relationships may have a strong negative impact on an individual's life and thus be a source of stress (Berscheid and Reis, 1998). Expatriates from collectivist countries experience more stress because, in general, they are cut off from their network of relationships.

3.4.4 Job-related Stress

Stress in the workplace has been of growing concern for researchers and practitioners. Work life is considered so stressful that employees will try to avoid it by withdrawing either psychologically (through disinterest or lack of involvement in the job) or physically (frequent late-coming, absenteeism, lethargy) or by leaving the job entirely (Beehr and Newman, 1978).

Job stress is any characteristic of the workplace that causes threat to the individual (Larson, 2004). Rode (2004) defined job stress as the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the employees in his longitudinal test of an integrated model. Jamal (1990) found in his study of 215 full-time nurses working in a large Canadian hospital that job stress occurs when the individual doesn't have the skills and abilities to perform the job effectively, when he is not given the proper training or some necessary resources have not been given to perform the job or when he is confronted with conflicting job demands (Malik et al., 2010). Gill et al (2006) interviewed hospitality industry employees and found that job stress is the extent to which employees feels a tension of anxiety caused by their jobs. Kyriacou (2001) reviewed research on the sources and manifestations of stress among schoolteachers and identified that job stress results in frustration, anxiety, worry and depression.

Job stress is multidimensional in nature which includes management role, homework interface, relationship with others, performance pressure and role ambiguity (Ahsan et al., 2009). Borg et al. (1991) revealed, through a questionnaire survey of 710 Maltese primary schoolteachers, that job stress is the result of role overload, role ambiguity, role conflict, lack of work environment, more demands from the agencies,

inadequate working environment and poor relations with colleagues. Wilkes et al. (1998) used an open ended questionnaire and semi-structured audio-taped interviews of 21 community nurses in Sydney and concluded that time constraints and work overload were significant contributors to work stress.

Studies have identified the different categories of work stressor. Ivancevich and Matteson (1980) identified four categories of work stressors: physical environment, individual level (a mix of role and career development variables), group level (primarily relationship-based) and organisational level (a mixture of climate, structure, job design and task characteristics). Schuler (1982) also identified seven categories of work stressors in organisations from his longitudinal study in one organisation: job qualities, relationships, organisational structure, physical qualities, career development, change and role in the organisation. Quick and Quick (1984) proposed three categories of stressors: task demands, physical demands and interpersonal demands. Vokic and Bogdanic (2007) administered a self-report measure of 147 employees working in Croatian enterprises and summarised the causes of occupational stress into two main groups: job-related stressors (environment specific, organisation specific, and job specific stressors) and individual-related stressors (individual characteristics, and individual life circumstances). van de Bank and Rothmann (2006) revealed that organisational stressors among expatriates which showed the highest severity were working overtime, had insufficient personnel to handle assignments, and were performing tasks that were not in their job description.

In addition to the general job-related stress that expatriate may have to confront with, being expatriate teachers may have to deal with teacher stress as well. Kyriacou and Sutchiffe (1977) reviewed research on the sources and manifestations of stress among schoolteachers and identified teacher stress as a state of negative affects experienced by the teacher due to his or her perception of work. Borg (1990) revealed that approximately a third of all teachers will find their occupation extremely stressful, much higher when compared with other occupations through his review of studies on occupational stress among teachers in British schools carried out over the last 15 years. Pine et al. (1981) cited three reasons why helping professionals, such as teachers, burn out more frequently than other professionals. First, they do emotionally taxing work. Second, they share certain personality characteristics that make them choose human service as a career. Third, they share a “client-centred” orientation. Helping professions, such as teaching, appear to attract people who set high standards for themselves and others, are typically punctual, hurried, and easily bored; have an external locus of control; are flexible, and tend to withdraw from others when they are

experiencing stress.

3.4.5 Stress and Job Satisfaction

Expatriate stress and job satisfaction have been found to be related negatively (Williams et al., 2001; Khattak et al., 2013). Keller (1975) revealed, through his survey study of 58 professional employees of an applied science department in a large government research and development organisation, that low job satisfaction was associated with high stress level. Hollingworth et al.(1988) also found the strong association between job satisfaction and stress in their survey study of 58 male white-collar workers. van de Bank and Rothmann (2006) found that expatriates' cross-cultural adjustment was predicted by their cultural stress as well as their organisational stress. Vinokur-Kaplan (1991) conducted a national survey in the U.S. to investigate job satisfaction among social workers after they completed one year baccalaureate or master's program in social work. The data revealed that organisation factors such as workload and working condition were negatively related with job satisfaction. Chandraiah et al. (2003) assessed a sample of 105 industrial managers working in different large-scale organisations by using Occupational Stress Index and Job Descriptive Index. Employees with lower job satisfaction were found to experience more stress in the form of overload, role ambiguity, role conflict, under participation, powerlessness, low status (Chandraiah et al., 2003), inadequate salary, conflicting job demands, and absence of promotion prospects (Soyle, 2007). Those who have high job dissatisfaction also have less life happiness, lower performance, and high job stress. Travers and Cooper (1993) conducted a survey study of 1790 teachers drawn from a cross-section of school types, sectors and teaching grades. They discovered that the 'job pressure factors" was one of the major predictors of job dissatisfaction. Mental ill-health was predicted by a variety of job pressure and personal factors. Thus, the following was hypothesised:

*Hypothesis 1d: **Cultural stress** will be negatively related to **job satisfaction**.*

*Hypothesis 1e: **Organisational stress** will be negatively related to **job satisfaction**.*

3.5 Factors Contributing Expatriate's Cross-cultural Adjustment and Stress

On theoretical grounds and based on a review of the literature, several factors were identified which are likely to be associated with NETs' cross-cultural adjustment and expatriate stress. Factors contributing to cross-cultural adjustment and stress include anticipatory factor (previous overseas living and teaching experience, and selection mechanism and criteria), individual factor (personality traits), job factor (role ambiguity and role conflict) and non-work factor (culture novelty). The literature and the studies related to these factors are discussed in the following sections.

3.5.1 Previous Overseas Experience

Previous assignments have a major moderating effect on the expatriates' adjustment (Shaffer et al., 1999). Lee (2006) conducted a survey of 353 participants who have experience of a posting to Mainland China for international assignments and stated that previous international experience has been recommended as a significant factor in employee adjustment during international assignments, as well as an attribute related to willingness to adopt overseas assignments. Louis (1980) proposed a new perspective identifying key features of newcomers' entry experiences and found that individuals with previous transfer experiences might be able to extrapolate from these transfers and thus be more familiar with aspects of the new situation and be better at predicting what to expect with the transfer. Torbiorn (1982) argued that an individual initiates anticipatory adjustment to a foreign culture before their actual arrival, and their motivation to adjust strongly influences their subsequent cross-cultural experience. Because prior international experience is linked to anticipatory adjustment as well as attitudes toward international assignments (Black, 1988). Aycan (1997) suggested that expatriates' previous international experience is believed to have a positive impact on their adjustment. According to social learning theory, an individual, during previous cross-cultural experiences, acquires skills to cope with uncertainties through observation, modelling, and reinforcement. Black et al. (1991) stated that if the previous experience was in the same or similar culture to the one that the individual would enter, it would be a superior source from which accurate expectations could be formed, rather than previous experiences in a dissimilar culture. Shaffer et al. (1999) found that previous assignments had a moderating impact on how an expatriate perceived co-worker and supervisor support. Co-worker support had a positive effect on work and general dimensions of adjustment. Cai and Rodriguez (1996) proposed that people with overseas experience are able to draw from their previous experience

in a new situation and thereby are able to reduce stress, which in turn will make adjustment easier. Louis (1980) found that more realistic expectations regarding international assignments were formed by those having had prior international experience.

The relationship between cross-cultural experience and successful adjustment has been found (Aycan, 1997). An expatriate's cross-cultural awareness or degree of internationality, which may include factors such as ethnic background, previous expatriate assignments, language skills and travel experience, is likely to influence the candidate's ability to adjust a new environment. Expatriates are more likely to succeed if they are more international. Thus, the following was hypothesised:

*Hypothesis 2a: **Previous overseas living experience** will be positively related to the degree of **interaction adjustment**.*

*Hypothesis 2b: **Previous overseas living experience** will be positively related to the degree of **general adjustment**.*

*Hypothesis 2c: **Previous overseas living experience** will be negatively related to **cultural stress**.*

*Hypothesis 3a: **Previous overseas teaching experience** will be positively related to the degree of **work adjustment**.*

*Hypothesis 3b: **Previous overseas teaching experience** will be negatively related **organisational stress**.*

3.5.2 Selection Mechanism and Criteria

In the expatriates' selection process, companies tend to use selection criteria which are based on the same success factors as in the domestic setting (usually technical and leading competencies). Organisations have the assumption that those skills are universal and applicable everywhere (Harris and Brewster, 2004). According to Dowling and Welch (2004), there are six factors affecting the expatriate selection. These factors can be divided into individual (technical ability, cross-cultural suitability, and family requirements), and situational factors (country/cultural requirements, language, MNC requirements).

However, most companies overlook the importance of essential candidates profiles elements that could be good predictors of success in overseas assignment (Mendenhall et al., 1987). Organisations tend to focus exclusively on technical competence issues, neglecting other vital issues such as cross-cultural skills (Black et al., 1991) and relation abilities (Tung, 1981). In the selection process of NETs, it seems qualification is the only concern and it may affect their ability to adjust to a new work environment. Thus, the following was hypothesised:

*Hypothesis 4a: **Qualification** will be related to the degree of **work adjustment**.*

*Hypothesis 4b: **Qualification** will be related to **organisational stress**.*

3.5.3 Personality Traits

3.5.3.1 Definition of Personality

Personality is defined as enduring emotional, interpersonal, experiential, attitudinal, and motivational style that explains an individual's behaviour in different situations (McCrae and Costa, 1989). Individual characteristics are the important issue in expatriate selection because they have been found important for intercultural adjustment, especially in the case of Western expatriates' Chinese assignments (Black et al., 1991; Bjorkman and Schaap, 1994; Bell and Harrison, 1996; Selmer 1999, 2001, 2005; Hechanova et al., 2003). Black and Gregersen (1991) examined the impact of job, personal and general factors on three facets of cross-cultural adjustment based on data collected from American expatriate managers in Pacific Rim assignments (Japan, Hong Kong, Korea and Taiwan). They suggested that expatriates who adjust well in overseas postings have certain personality characteristics. Personality traits are relatively stable characteristics of expatriates' dispositions and environments, and refer to what is available to them for their cross-cultural adjustment (van der Bank and Rothmann, 2006). Furthermore, Caligiuri (2000b) revealed, through a survey study of 280 American expatriate employees and inpatriate employees from a large multinational company based in the U.S. that personality characteristics relevant to social interactions are very important since they affect the quantity and quality of social interactions, and consequently influence cross-cultural adjustment .

3.5.3.2 Five-Factor Model (FFM) of Personality

The Five-Factor Model of Personality is a hierarchical organisation of personality

traits in terms of five basic dimensions: Extraversion, Agreeable, Conscientiousness, Neuroticism, and Openness to Experience (McCrae, 1990). The dimensions of personality refer to the patterns of covariation of traits across individuals (John, 1990). Research using both natural language adjectives and theoretically based personality questionnaires supports the comprehensiveness of the model and its applicability across observers and cultures (McCrae and John, 1992).

Traits frequently associated with *Extraversion* include being sociable, gregarious, assertive, talkative, and active (Barrick and Mount, 1991). Barrick and Mount (1991) defined the “Big Five” personality dimensions in their investigation of the relation of the five personality dimensions to three job performance criteria for five occupational groups. Hogan and Hogan (1986) also interpreted this dimension as consisting of two components, ambition (initiative, surgency, ambition, and impetuous) and sociability (sociable, exhibitionist, and expressive). Extraverts enjoy being with people, are full of energy, and often experience positive emotions. They tend to be enthusiastic, action-oriented individuals who are likely to say “Yes!” to opportunities for excitement. They like to talk, assert themselves, and draw attention to themselves in groups. They have a keen interest in other people and external events, and venturing forth with confidence into the unknown (Ewen, 1998).

Agreeableness has been associated with conformity with others and friendliness in the interpersonal setting (Hogan and Hogan, 1986; Digman, 1990). Traits associated with being agreeable include being courteous, flexible, trusting, good-natured, cooperative, forgiving, soft-hearted, and tolerant (Barrick and Mount, 1991). Agreeable people are concerned with cooperation and social harmony and value getting along with others. They believe people are basically honest, decent, and trustworthy. Individuals high on agreeableness tend to be more helpful and sympathetic towards others, as well as more trusting of the intentions of other people (Costa and McCrae, 1992). Laursen et al. (2002) indicated, from a 25-year prospective study of 194 individuals that the agreeableness trait is related to higher level of social compliance and self-control, and lower levels of aggression.

Conscientiousness is described as a form of conformity to rules and standards, and linked to traits like responsibility, hard work, impulse control, and prudence (Barrick and Mount, 1991; Hogan and Ones, 1997). Individuals high on conscientiousness are also dependable and trustworthy (Costa and McCrae, 1992). It also incorporates volitional variables, such as being hardworking, achievement-oriented, and persevering (Digman, 1990). Conscientious people avoid trouble and achieve high levels of

success through purposeful planning and persistence. They are positively regarded by others as intelligent and reliable. On the negative side, they can be compulsive perfectionists and workaholics.

Neuroticism is related to a person's general tendency to experience affects such as fear, sadness, embarrassment, anger, guilt, and disgust (Dalton and Wilson, 2000). Common traits associated with neuroticism include being anxious, depressed, angry, embarrassed, emotional, worried, and insecure (Barrick and Mount, 1991). Neuroticism personality is associated with lessened emotional control and stability (Mount and Barrick, 1995). Rusting and Larsen (1998) used a series of cognitive tasks with positive and negative stimuli to test the theory of personality and revealed that neurotic individuals tend to have relatively negative core self-evaluations, leading to emotional distress and associated behaviours.

Openness to Experience appears to be a personality trait that reflects individuals' habitual willingness to try new ideas, tolerate ambiguity and dissonance, and generally be curious and eager to learn (Barrick and Mount, 1991). Traits commonly associated with openness to experience include being open minded, imaginative, cultured, curious, original in thought, broad-minded, intelligent, non-judgmental, and artistically sensitive (Barrick and Mount, 1991; Digman, 1990). Open people tend to be more aware of their feelings and to hold unconventional and individualistic beliefs, although their actions may be conforming.

3.5.3.3 Personality and Cross-cultural Adjustment

Personality is an important stable intercultural competency in enhancing expatriate cross-cultural adjustment (Leiba-O'Sullivan, 1999). Church (1982) suggested that considering both personality and situational variables will be fruitful in the prediction of cross-cultural adjustment. Black and Gregersen (1981) elaborated that expatriates who adjust well in overseas postings have certain personality characteristics, such traits include authoritarianism (Brislin, 1981; Mischel, 1965) and flexibility (Gullahorn and Gullahorn, 1963; Sewell and Davidsen, 1961). According to Caligiuri (2000b), personality characteristics relevant to social interactions are very important since they affect the quantity and quality of social interactions, and consequently influence cross-cultural adjustment.

The Five-Factor Model of Personality have reported that extraversion, agreeableness, conscientiousness, openness to experience, and neuroticism are

associated with psychological and sociocultural adaptation in expatriate businesspeople (Ward et al., 2004). Searle & Ward (1990) further suggested that the effects of life changes should be examined jointly with the nature of the changes (e.g. intensity, cultural context) and the characteristics of the individual (e.g. personality) within a stress and coping framework.

A significant positive relationship between *extraversion* personality and general adjustment implies that the greater the extraversion personality, the greater the general adjustment will be (Ramalu et al., 2010). Ramalu et al. (2010) found, through a survey study of 332 expatriates working in Malaysia that those with greater extraversion adjusted better in general environment. Huang et al. (2005) studied 83 US expatriates in Taiwan and suggested that being gregarious, assertive, active and talkative, extravert individuals will assert themselves to establish relationships with both host country nationals and other expatriates hence effectively learning the social culture of the host country. This could be explained by the study of Barrett and Pietromonaco (1997) on immediate perceptions. They asked the participants to complete personality measures at an initial session and recorded and evaluated their interactions over a 1-week period. They discovered that immediate perceptions were predicted strongly by their extraversion scores. The cultural knowledge gained through the interaction process provides a framework for understanding and comparing different cultures (Johnson et al., 2006) and in turn, facilitates the general adjustment to the new cultural environment.

Agreeableness was found positively related to general adjustment. This implies that the greater the agreeableness personality, the greater the general and the interaction adjustment will be (Ramalu et al., 2010). Shaffer et al. (2006) analysed multiple-source and longitudinal data from 3 studies, including a diverse sample of expatriates in Hong Kong and separate samples of Korean and Japanese expatriates posted around the world. They argued that individuals high on agreeableness personality generally have the tendency to get along well with others in interpersonal settings, hence, facilitate effective communication and relationship with host country nationals and other expatriates.

Conscientiousness was found positively related to work adjustment (Ramalu et al., 2010). This implies that the greater the conscientiousness personality, the greater the work adjustment will be. Shaffer et al. (2006) contended that motivated to achieve, individual high on conscientiousness personality are more likely to spend time on tasks and meet job expectations even in the face of obstacles or personal problems (Ones

and Viswesvaran, 1997), hence such task-oriented behaviours may result in better work adjustment.

Openness to experience was positively related to work adjustment (Ramalu et al., 2010). This implies that the greater the openness personality, the greater the work adjustment will be. According to Huang et al. (2005), individuals who are defined as open to experience are generally open-minded, curious, original in thought, intelligent, imaginative and non-judgmental (Mount and Barrick, 1995), hence they tend to be more curious and eager to learn to adapt to work and non-work related aspects in a new cultural environment. Thus, the following was hypothesised:

*Hypothesis 5a: **Personality traits** will be related to the degree of **work adjustment**.*

*Hypothesis 5b: **Personality traits** will be related to the degree of **interaction adjustment**.*

*Hypothesis 5c: **Personality traits** will be related to the degree of **general adjustment**.*

3.5.3.4 *Personality and Stress*

Personality traits are crucially important in determining how individuals adapt to the ongoing stresses and strains in their lives (Watson and Hubbard, 1996).

Neuroticism is an enduring disposition to experience psychological distress which has pervasive effects on the way individuals perceive themselves and the world (Costa and McCrae, 1990). Specifically, neuroticism has been shown to influence perceptions of stress, ways of coping, satisfaction with social supports, psychological well-being, and somatic complaints (McCrae, 1991). Neuroticism scores are substantially correlated with subjective measures of perceived stress and every stage in the stress-coping disorder nexus. (Costa and McCrae, 1990; Hooker et al., 1992; McCrae, 1990; Schroeder & Costa, 1984; Watson and Hubbard, 1996; Watson and Pennebaker, 1989). Neurotic people tend to interpret ambiguous stimuli in a negative or threatening manner, and are likely to see threats, problems, and crises where others do not (Costa and McCrae, 1990; Watson and Clark, 1984; Watson et al., 1994). In addition, neuroticism scores predict the subsequent occurrence of stressful life events (Breslau et al., 1995; Headey & Wearing, 1989; Ormel & Wohlfarth, 1991). People high in

neuroticism are easily upset, overreact to minor hassles and disturbances, and lower in adjustment and showing poorer adaptation (Clark, 1993; Watson et al., 1994).

People with high neuroticism are associated with being passive and having an ineffective coping mechanism (Costa and McCrae, 1989; Costa et al., in press; Endler & Parker, 1990; Watson and Hubbard, 1996), including hostile reaction, indecisiveness, wishful thinking, self-blame, passivity, escapist fantasy, withdrawal, sedation, denial, mental and behavioural disengagement (Bolger, 1990; Carver et al., 1989; Hooker et al., 1994; Rim, 1986; Scheier et al., 1994; Smith et al., 1989; Vickers et al., 1989).

As a result of pervasive ways of perceiving stress and ineffective coping mechanism, neuroticism scores correlate highly with scores on state measures of depression (Beck & Steer, 1987), and with those with so-called 'double depression' - major depression and dysthymia (Keller & Shapiro, 1982). Neuroticism may represent a mood-dispositional trait that remains high in individuals prone to experience chronic negative affect despite a remitted depressed state (Harkness et al., 2002; Santor et al., 1997).

Beyond Neuroticism, *low extraversion* (or introversion) is strongly and uniquely related to the state of depression (Tellegen, 1985; Watson and Clark, 1984, 1992), and may be specifically a state marker of depressed mood (Akiskal, 1983; Harkness et al., 2002; Tellegen, 1985). Chronically depressed individuals tend to avoid social interaction, because they do not experience positive social reinforcement from the environment; and they want to avoid being hurt by others and subsequently experience guilt and frustration in their relationships (Ferster, 1981; Kernberg, 1990).

Furthermore, Watson and Hubbard (1996) reviewed prior evidence and their own data linking measures of adaptational style to the traits comprising the five-factor model of personality. They found that *agreeableness* is negatively related to anger and hostility. Anger, hostility and low agreeableness may represent a trait vulnerability in individuals with chronic minor depression that persists even following remission of the major depressive state (Huprich, 1998; Harkness et al., 2002). High levels of hostility and low levels of agreeableness could lead to tension in interpersonal relationships and social rejection, which could then precipitate a recurrent major depressive episode (Harkness et al., 2002).

Harkness et al. (2002) studied 58 outpatients with major depression by asking them to complete the Big Five Personality Inventory at intake (time 1) and after up to

three months of anti-depressant treatment (time 2). They found that a significant increase in *conscientiousness* scores are associated with major depression remission. Harkness et al. (2002) Those high in conscientiousness generally act in a cautious, meticulous, and highly organised manner (Costa and McCrae, 1992; Watson et al., 1994). These individuals develop careful and precise plans to help them cope with stress. Competence, achievement-striving, and self-discipline are likely candidates given conscientious people increased motivation to engage in achievement-oriented activities, and their increased sense of self-worth and self-efficacy related to these activities, following remission from major depression (Harkness et al., 2002).

Openness to experience is largely unrelated to mood and well-being (Watson and Hubbard, 1996). High scores on openness tend to be more flexible and imaginative so they may be better able to develop new and creative ways of coping with stress (Costa and McCrae, 1992). Open individuals were more likely to use humor as a way of dealing with stress, whereas closed individuals tended to use religious faith as a source of comfort.

In short, it is expected that people high in neuroticism, low in extraversion, low in agreeableness, and low in conscientiousness will perceive more stress whereas openness to experience will have a relatively weak influence on perceived stress. Thus, the following was hypothesised:

*Hypothesis 5d: **Personality traits** will be related to **cultural stress**.*

*Hypothesis 5e: **Personality traits** will be related to **organisational stress**.*

3.5.4 Role Ambiguity

3.5.4.1 Definition of Role

A *role* is defined as a certain set of behaviour expectations associated with a position within a social structure (Rizzo et al., 1970; Pareek, 1993). Aziz (2004) described an important aspect of organisation whereby role is allocated to the individual which integrates him or her within the overall structure of the organisation. It is through this role that an individual interacts and becomes a part of the system. A role also includes the relationships that individual has with other individuals (Kahn et al., 1964). A *role sender* is a person who communicates the expectations to the *focal person*, who receives guidance and expectations from the role sender (Kahn et al.,

1964). Role stressors are often conceptualised as consisting of two related but distinct constructs - role ambiguity and role conflict (Rizzo et al., 1970). Rizzo et al. (1970) described the development and testing of questionnaire measures of role conflict and ambiguity and explained these two constructs to be factorially identifiable and independent. Onyemah (2008) indicated that role ambiguity and role conflict influence job performance in his survey study of 1290 salespeople.

3.5.4.2 Definition of Role Ambiguity

Role ambiguity is defined as being uncertain about the task requirements of a certain job due to lack of information (Joshi and Rai, 2000; Larson, 2004), unclear company directives and unclear goals and responsibilities (Rizzo et al., 1970; Walker et al., 1975; Schuler, 1979; Behrman and Perreault, 1984). Bedeian and Armenakis (1981) conducted a survey study of 202 staff members in Veterans Administration Medical Center and identified four dimensions of role ambiguity which are goal or expectation ambiguity, process ambiguity, priority and behaviour ambiguity. Brun et al. (2009) used a holistic multiple-case-study design with the new product development project and stated that there are two types of ambiguity: subject ambiguity and resource ambiguity. Subject ambiguity consists of product, market, process and organisational resources while resource ambiguity includes multiplicity, novelty, validity and reliability.

Role ambiguity is also defined as the absence of satisfactory information which is required in order for persons to accomplish their role in a satisfactory manner (Zhao and Rashid, 2010). Zhao and Rashid (2010) used this definition in their survey study of 575 IT professionals in two large centres of a global bank. Kahn et al. (1964) argued that certain information is necessary for the jobholder in order to be able to conform with role expectations. They must be informed about their rights and duties, the activities on their part, and how these activities can be performed. In other words, they need to know what behaviour is rewarded and what behaviour is punished. Lack of clear information creates ambiguity, which inherently leads to psychological stress.

Role ambiguity results from breakdowns in communication, which can stem from the generation of inadequate or inaccurate information. If individuals do not have access to the correct information required to complete a task, their ability to perform the task is negatively affected (Johnson, 2003). Kahn et al. (1964) classified that role ambiguity is an additional form of inadequate role sending and a direct function of the discrepancy between the information available to the person and that which is required

for adequate performance of his or her role. Role ambiguity can pertain to the specific tasks associated with a role. If responsibilities, expectations, and priorities associated with a role are not clearly communicated, role ambiguity may result.

Role ambiguity is also viewed as the situation where an individual does not have a clear direction about the expectations of his or her role in the job or organisation (Rizzo et al., 1970). It occurs when a person's tasks or authority are not clearly defined and the person becomes afraid to act on or take responsibility for anything (Jones, 2007). Glissmeyer et al. (2008) conducted a survey study of 112 police officers in two law enforcement organisations within two cities in the southwestern U.S. and suggested that role ambiguity originates when the individuals do not have a clear dimension and definition of role which are expected from them, and requirements or procedures or methods which are necessary for the completion of tasks related to their jobs. In turn, role ambiguity will lead to negative outcomes, such as anxiety, helplessness, confusion and depression among employees (Jackson and Schuler, 1985).

3.5.4.3 Role Ambiguity, Cross-cultural Adjustment, Stress and Job Satisfaction

The higher the associated role ambiguity, the more difficult the cross-cultural transition (Harvey, 1982; Misa and Fabricatore, 1979; Pinder and Schroeder, 1987). In other words, the greater the role ambiguity, the less the individual is able to predict the outcome of various behaviours and the less the individual is able to utilize past success or determine appropriate new behaviours.

Role ambiguity and job stress are positively related (Khattak et al., 2013). Khattak et al. (2013) found, through a survey study of 305 employees of banking sector in Pakistan, that when role ambiguity increased, the job stress also increased. Leigh et al. (1988) discovered, through a cross-sectional survey of 423 marketing professional, that the relationships of role ambiguity with overall satisfaction and with work itself were affected. Kahn et al. (1964) stated that role ambiguity due to lack of the necessary information available to a given organisational position, will result in coping behaviour by the role incumbent, which may take the form of attempts to solve the problem to avoid the sources of stress, or to use defence mechanisms which distort the reality of the situation. Thus, role ambiguity would increase the probability that a person will be dissatisfied with his role, will experience anxiety, will distort reality, and will thus perform less effectively. Wispe and Thayer (1957) found, through a study of 43 agents, six assistant managers and one district manager of the insurance company, that managers

whose roles were largely ambiguous were the most anxious. Bedeian and Armenakis (1981) conducted a questionnaire survey of 202 staff members in a Veterans Administration Medical Center and found that role ambiguity were associated with high levels of job-induced tension, which led to decreased job satisfaction, and an increased propensity to leave. Slattery et al. (2008) indicated, through a survey study of 1261 temporary employees across the U.S., that since an individual needs to understand clearly what his or her role is, not clearly knowing what one's role is may lead to higher levels of job tension and also directly lead to lower levels of job satisfaction.

Role ambiguity and job satisfaction are negatively related (House and Rizzo, 1972; Yousef, 2000; Khattak et al., 2013). Lankau et al. (2006) concluded, from his survey study of 355 proteges that if role ambiguity was reduced, the level of job satisfaction will be increased. Kahn et al. (1964) found that high degrees of role ambiguity were associated with increased tension, anxiety, fear and hostility, decreased job satisfaction, and loss of self-confidence, often with lower productivity. Keller (1975) found, through a survey of 51 professional employees of an applied science department in a large government research and development organisation, that role ambiguity had a highly significant and negative correlation with satisfaction from the work itself. Thus, the following is hypothesised:

*Hypothesis 6a: **Role ambiguity** will be negatively related to the degree of **work adjustment**.*

*Hypothesis 6b: **Role ambiguity** will be positively related to **organisational stress**.*

3.5.5 Role Conflict

3.5.5.1 Definition of Role Conflict

Role conflict is defined as the simultaneous occurrence of two or more sets of pressure that compliance with one would make compliance with the other more difficult (Kahn et al., 1964). Rizzo et al. (1970) stated that role conflict occurs when an individual is subject to competing or conflicting sets of expectations and demands in the organisation, or when the principle of chain of command or the principle of unity of command is violated. Glissmeyer et al. (1985) defined role conflict as the level to which a person experiences pressures within one role that is incompatible with pressure that

takes place within another role. Role conflict is a feeling of being torn in multiple directions, unable to find a way to make every role partner satisfied (Onyemah, 2008).

Rizzo et al. (1970) distinguished four types of conflicts, including person-role conflict (occurs when role expectations of others are incongruent with the orientations and personal needs of the role occupant), inter-sender conflict (occurs when expectations of two different role senders towards the role occupant are incompatible), intra-sender conflict (occurs when financial resources and capabilities conflict with defined role behaviour), and inter-role conflict (occurs when a person has to play various roles at the same time, which are incongruent and incompatible).

Role conflict occurs when the individual receives incompatible and/or conflicting information about what is expected of individuals in a new work setting (Selmer and Fenner, 2009). Selmer and Fenner (2009) derived this conclusion from their study of the U.S. Department of Defense administrators located at U.S. embassies around the world. Role conflict may result from being asked to do the following: complete tasks that are not perceived to be part of the job, complete tasks that conflict with personal values or beliefs, or complete tasks that are not able to be completed in the time allotted (Joshi and Rai, 2000), more than one role sender communicating incompatible requests to the focal person, or when the role sender does not consider the abilities of the focal person (Kahn et al., 1964). Role conflict could also arise through different leadership styles, which can lead to feeling of uncertainty and confusion (Morley et al., 2004). Cooper et al. (2001) defined that role conflict reflects incompatible demands on the person, either within a single role or between multiple roles, which can persuade negative emotional reactions due to the perceived inability to be effective on the job. Ivancevich et al. (2008) suggested that facets of role conflict include being torn by conflicting demands from a supervisor about the job and being pressured to get along with people with whom you are not compatible.

3.5.5.2 Role Conflict, Cross-cultural Adjustment, Stress and Job Satisfaction

Role conflict has been found to be especially important for expatriates (Christensen and Harzing, 2004). The greater the role conflict, the greater the difficulty of the role transition in cross-cultural assignment (Kahn et al., 1964). When an individual experiences conflicting messages about expected behaviours, he or she is less able to determine which messages to ignore and which to follow and thereby execute the appropriate behaviours. Specifically, in a new cultural setting, contradicting signals may raise uncertainty due to the fact that an expatriate is required

to understand conflicting signals, then to retain the relevant ones and finally to execute appropriate behaviours (Andreasen, 2003). Black and Gregersen (1991) examined the impact of job, personal, and general factors on three facets of cross-cultural adjustment based on data collected from American expatriate managers in Pacific Rim assignments. The results indicated that there was a significant negative relationship between work adjustment and role conflict.

Role conflict is defined as reflects incompatible demands on the person (either within a single role or between multiple roles occupied by the individual) which can induce negative emotional reactions due to the perceived inability to be effective on the job (Cooper et al., 2001). Greenberger and O'Neil (1993) found, through a study of 296 participants who are all employed, in dual-earner marriages, and parenting a preschool child, that involvement in excessive roles resulted in role strains, role conflicts, and led to negative impacts on mental and physical health.

Role conflict has a strong negative effect on job satisfaction (Netemeyer et al., 1990). Kahn et al. (1964) found that the existence of a negative correlation between role conflict and job satisfaction and confidence in the organisation; and a positive relationship between role conflict and job-related tension. Bedeian and Armenakis (1981) revealed that role conflict was associated with high levels of job-induced tension, which led to decreased job satisfaction, and an increased propensity to leave. Keller (1975) found that role conflict was significantly related to lower levels of satisfaction for the supervision, pay, and opportunities for promotion dimensions which had the most significant negative relationship with role conflict. Malik et al. (2010) conducted a survey study of 151 branch managers of private sector commercial banks in Pakistan and found that role conflict directly and negatively influences job satisfaction and affective commitment. Therefore, the following was hypothesised:

*Hypothesis 7a: **Role conflict** will be negatively related to the degree of **work adjustment**.*

*Hypothesis 7b: **Role conflict** will be positively related to **organisational stress**.*

3.5.6 Culture Novelty

Culture novelty is defined as the cultural distance between the host culture and a person's own culture (Church, 1982). Aycan (1997) asserted that once expatriates arrive in the country of assignment, the first thing they are likely to do is to examine the

extent to which the new culture is similar to their own culture. If the perceived differences between the home and host country are large then uncertainty about how to behave in work and non-work settings is likely to be intensified.

Cross-cultural adjustment is more difficult to achieve with greater culture novelty (Black, 1990; Black and Stevens, 1989). Parker and McEvoy(1993) reviewed relevant literature to present a model of intercultural adjustment based on Black's (1988) three-facet model of expatriate adjustment and tested with 196 adults working abroad in 12 different countries. The results suggested that intercultural adjustment is affected by the degree of culture novelty. Ward and Kennedy (1992) studied eighty-four New Zealand adults residing in Singapore and concluded that culture more different or distant from the expatriates' culture of origin present bigger challenges and result in greater adjustment difficulties.

Culture novelty is negatively associated with degree of international adjustment, especially with that of interaction and general adjustment (Black, et al., 1991; Shaffer et al., 1999). Zhou and Qin(2009) proved, through a survey study of 41 Japanese and 53 American business expatriates who are currently working in China that cultural distance is negatively correlated with adjustment of business expatriates. The Japanese business expatriates demonstrated higher degree of adaptability than the American business expatriates in general adjustment and interaction adjustment, but not in work or psychological adjustment. Social learning theory (Bandura, 1977) suggested that individuals entering a new culture tend to pay attention to those elements in the foreign cultural context that are similar to their own culture and, therefore, seem familiar. However, to the extent that new cultural environment is different from their own culture, generically similar situations may require radically different behaviours. Black and Mendenhall (1991) reviewed the empirical literature and stated that to the extent that the host culture requires different specific behaviours, individuals are likely to exhibit inappropriate actions. In turn, these inappropriate behaviours are likely to generate negative consequences. Torbiorn (1982) mentioned that if the culture novelty of the host culture is large, the frequency of novel situations and the probability of the newcomers committing behavioural blunders are substantial. There is also a higher probability that the magnitude of the negative consequences of displaying inappropriate behaviour in a host setting with high culture novelty will be greater (Black and Mendenhall, 1991). In other words, the higher the culture novelty of the host culture, the more likely expatriates are to exhibit inappropriate behaviours and generate negative consequences which may adversely affect their adjustment in the foreign location. Thus, the following was hypothesised:

*Hypothesis 8a: **Culture novelty** will be positively related to the degree of **interaction adjustment**.*

*Hypothesis 8b: **Culture novelty** will be positively related to the degree of **general adjustment**.*

*Hypothesis 8c: **Culture novelty** will be negatively related to **cultural stress**.*

3.6 Job Satisfaction

Job satisfaction is one of the consequences of cross-cultural adjustment (Bhaskar-Shrinivas et al. 2004). Naumann (1993) stated that satisfied workers, at all organisational levels, are important contributors to an organisation's effectiveness and ultimately to long-term success. Conversely, dissatisfied workers are implicitly thought to make less of a contribution to the organisation. Shaffer and Harrison (1998) tested the model of expatriates' decisions to quit their assignments with a sample of 452 expatriates and a matched subsample of 224 expatriates and spouses, living in 45 countries. They mentioned that job satisfaction is obviously and primarily work-related and is presumed to arise from successful adaptation to overseas job requirements and from effective development of interpersonal relationships with the host country's workforce and customers. In the following sections, job satisfaction is defined. The relationship between cross-cultural adjustment and job satisfaction is discussed. The dimension and the determinants of expatriate job satisfaction are reviewed.

3.6.1 Definition of Job Satisfaction

Job satisfaction is the extent an employee feels negatively or positively about his or her job (Odem et al., 1990). Job satisfaction can simply be defined as the degree to which people like their jobs (Spector, 1997). Locke (1976) defined job satisfaction as a pleasurable or positive emotional state, resulting from the appraisal of one's job experiences. Arnold and Feldman (1986) defined job satisfaction as the amount of overall positive affect (or feelings) that individuals have toward their jobs. Kreitner and Kinicki (1992) defined job satisfaction as an affective or emotional response towards one's job.

Job satisfaction also refers to an employee's attitude toward their work, rewards, and the social, organisational, and physical environments in which their work is performed (Hannon and Takeuchi, 1996). Robbins (2001) defined job satisfaction as

one's general attitude towards work. He further stated that an individual with high job satisfaction has a positive attitude to the job and a dissatisfied individual has a negative attitude about the job. Spector (1997) contended that job satisfaction is not only how people feel about their jobs overall, but also how they feel about the various facets of the job.

3.6.2 Cross-cultural Adjustment and Job Satisfaction

Job satisfaction is one of the predicted outcomes of cross-cultural adjustment (Shaffer and Harrison, 1998; Lee, 2005). Cross-cultural adjustment is related to job satisfaction, organisational commitment and intent to leave the assignment (Hechanova et al., 2003). Lee and Liu (2006) tested their model of expatriate adjustment with 53 Taiwanese banking expatriates in the U.S. and stated that expatriates who are satisfied with their job in the host country are likely to adjust more effectively cross-culturally. Conversely, expatriate satisfaction or success in the foreign posting is, in part, dependent upon avoidance of cultural shock, which are feelings of frustration and alienation in adapting to a new and different culture (Furnham, 1990; McEnery and Desharnais, 1990; Oberg, 1960). Thus, not being able to adjust to the new surroundings may cause an expatriate to leave the assignment prematurely, or complete the assignment in an ineffective manner.

3.6.3 Dimension of Expatriate Job Satisfaction

Research studies have demonstrated that expatriate job satisfaction is multidimensional (Cranny et al., 1992; Spector, 1997) and has a distinct influence on assignment completion (Grant-Vallone and Ensher, 2001; Culpan and Wright, 2002). The following sections introduce theories and models about job satisfaction.

3.6.3.1 Weiss et al.'s Intrinsic and Extrinsic Satisfaction

One of the popular measures of job satisfaction is to conceptualise satisfaction as being related to either intrinsic or extrinsic aspects of the job (Weiss et al., 1967). Weiss et al. (1967) proposed the intrinsic-extrinsic distinction. *Intrinsic satisfaction* is related to how people feel about the nature of their job tasks. Intrinsic satisfaction is derived from actually performing the work and experiencing the feelings of accomplishment, self-actualisation, and identify with the task. The challenge of learning about and adapting to a different culture may result in higher levels of intrinsic satisfaction, particularly when such efforts are successful. *Extrinsic satisfaction* is

concerned with aspects of the job that are external or separate from job tasks or the work itself. Extrinsic satisfaction is derived from the rewards bestowed upon an individual by peers, superiors, or the organisation and can take the form of recognition, compensation, and advancement. Expatriates are often granted additional incentives such as compensation, housing, education and travel allowances which may lead to greater extrinsic satisfaction.

Weiss et al. (1967) developed the Minnesota Satisfaction Questionnaire (MSQ) which aims to develop diagnostic tools for assessing the work adjustment “potential” of applicants for vocational rehabilitation, and to evaluate work adjustment outcomes. The MSQ scale consists of 20 scale titles with the respective items which are categorised into three sub-scales of satisfaction. **Intrinsic satisfaction** consists of 12 items, including activity (*“Being able to keep busy all the time.”*), independence (*“The chance to work alone on the job.”*), variety (*“The chance to do different things from time to time.”*), social status (*“The chance to be “somebody” in the community.”*), moral values (*“Being able to do things that don’t go against my conscience.”*), security (*“The way my job provides for steady employment.”*), social service (*“The chance to do things for other people.”*), authority (*“The chance to tell other people what to do.”*), ability utilisation (*“The chance to do something that makes use of my abilities.”*), responsibility (*“The freedom to use my own judgement.”*), creativity (*“The chance to try my own methods of doing the job.”*), and achievement (*“The feeling of accomplishment I get from the job.”*). **Extrinsic satisfaction** consists of 6 items, including supervision-human relations (*“The way my boss handles his men.”*), supervision-technical (*“The competence of my supervisor in making decisions.”*), company policies and practices (*“The way company policies are put into practice.”*), compensation (*“My pay and the amount of work I do.”*), advancement (*“The chances for advancement in this job.”*), and recognition (*“The praise I get for doing a good job.”*). **General Satisfaction** consists of all items in both intrinsic and extrinsic satisfaction, and two more items, including working condition (*“The working condition.”*) and co-workers (*“The way my co-workers get along with each other.”*).

3.6.3.2 Herzberg’s Theory of Motivation

Job satisfaction is a product of satisfaction with a number of different aspects of job. In Herzberg’s Two-Factor Theory (1968), a two-dimensional paradigm of factors affecting work attitudes can be regarded as a theory base for job satisfaction. The *motivating factors* are the six “job content” factors that include achievement, recognition, work itself, responsibility, advancement, and possibility of growth. *Hygiene*

factors are the “job context” factors, which include company policy, supervision, relationship with supervision, work conditions, relationship with peers, salary, personal life, relationship with subordinates, status, and job security.

Motivating factors are the intrinsic motivators which define things that people actually do in their work, their responsibility and achievement. The motivators give positive satisfaction, arising from intrinsic conditions of the job itself. Hygiene factors are the extrinsic factors that someone as an employee does not have much control over; they relate more to the environment in which people work than the nature of the work itself (Schermerhorn et al., 2003). The hygiene factors that do not give positive satisfaction, though dissatisfaction results from their absence. These are extrinsic to the work itself. Ruthankoon and Ogunlana (2003) tested the two-factor theory on Thai construction engineers and foremen following Herzberg’s interviewing procedure and compared the results to Herzberg’s. They revealed that the motivating factors, including responsibility, advancement, and possibility of growth contributed to job satisfaction, while the hygiene factors, including working conditions, job security, safety on site, and relationships with other organisations contributed to job dissatisfaction.

Herzberg argues that both motivation and hygiene are equally important, but that good hygiene will only lead to average performance, preventing dissatisfaction, but not, by itself, create a positive attitude or motivation to work. Leach and Westbrook (2000) stated in their study of researchers and managers at a U.S. government research laboratory that to motivate the employee, management must enrich the content of the actual work they ask them to do. In other words, the only way to motivate the employee is to give them challenging work in which they can assume responsibility. Moreover, employees must believe that they are capable of attaining a goal before they will commit serious energy (motivation) to it (Hunsaker, 2005). Therefore, it is important to include the employee in the decision making and at time the job assignment or delegation. This will help the employee to feel more responsibility and in turn a higher level of motivation.

3.6.3.3 Hackman and Oldham’s Job Characteristics Model

Job Characteristics Model (Hackman and Oldham, 1976, 1980) describes the relationship between job characteristics and individual responses to work. The model was tested for 658 employees who work on 62 different jobs in seven organisations. The theory specifies the task condition in which individuals are predicted to prosper in their work. There were five job dimensions promoting three psychological status that

lead to some beneficial personal and work outcomes. The theory also includes individual difference variables as moderator of the relationship between the characteristics and the outcome variables. This model provides a systematic exposition of how the interaction between the nature of the job (embodied by the job characteristics), the nature of the job environment (the job context factors), and the nature of the worker (represented by certain individual variables) influences work motivation, satisfaction and productivity (Boonzaier, 2008).

Hackman and Oldham (1976, 1980) defined the **five job characteristics**. *Skill variety* is the degree to which a job requires a variety of different activities in carrying out the work, involving the use of a number of different skills and talents of the person. *Task identity* is the degree to which the job requires completion of a whole, identifiable piece of work; that is, doing a job from beginning to end with visible outcome. *Task significance* is the degree to which the job has a substantial impact on the lives of other people, whether those people are in the immediate organisation or in the world at large. *Autonomy* is the degree to which the job provides substantial freedom, independence, and discretion to the individual in scheduling the work and in determining the procedure to be used in carrying it out. *Job feedback* is the degree to which carrying out the work activities required by the job provides the individual with direct and clear information about the effectiveness of his or her performance.

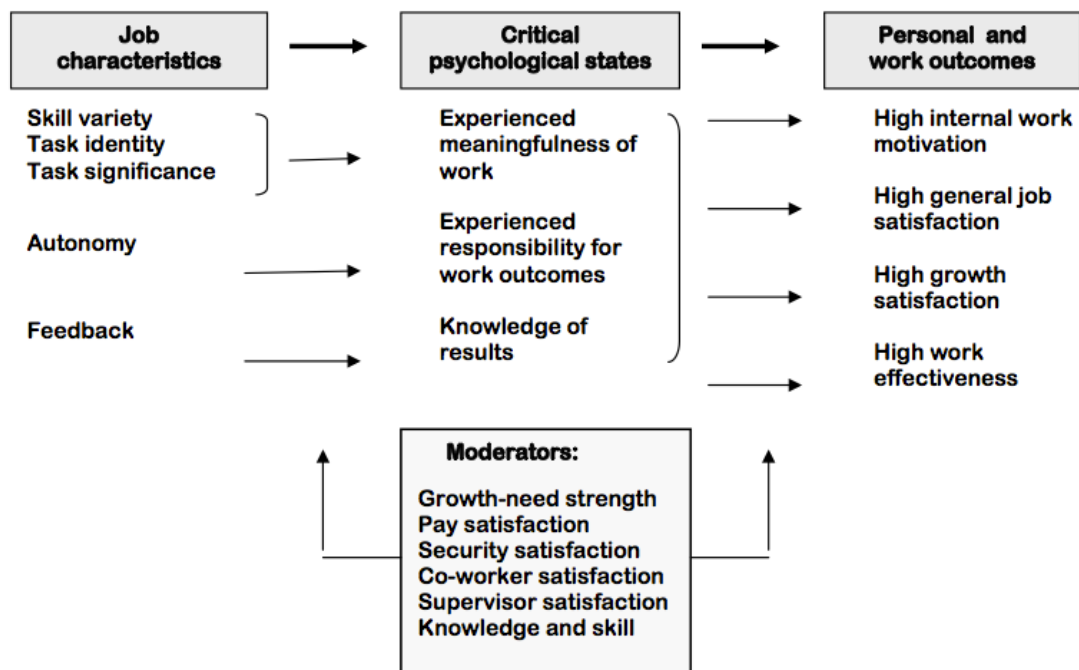


Figure 6 The Job Characteristics Model (Hackman and Oldham, 1980, p.90)

Hackman and Oldham (1976, 1980) defined **three psychological states** as the results of the five job characteristics. To *experience the work as meaningful* is to feel that the work the individual does is generally worthwhile, valuable, or important by some system of values they accept. An individual *experiencing personal responsibility* means that he or she feels personally accountable for the results of the work they do. A person who has *knowledge of the results* of one's work knows and understands how effectively they are performing the job.

According to job characteristics theory, if any of three psychological states is not present, **four personal and work outcomes** variables such as motivation and satisfaction will be weakened. The most important outcome variable is *internal motivation* which exists when good performance is an occasion for self-reward and poor performance prompts unhappy feelings. *General job satisfaction* reflects responses to unspecified work conditions as measured by questions such as "generally speaking, how satisfied are you with your job?" (Hackman and Oldham, 1980). *Growth satisfaction* is a feeling that one is learning and growing personally or professionally at work. *Work effectiveness* includes quality and quantity of the goods or services produced. Quality work performance can be measured by the number of errors made by employees. Absenteeism is the easiest to measure if there is an available attendance record in a given period.

Hackman and Oldham (1976, 1980) recognised that not all employees will respond positively to a job high in motivating potential. There are three characteristics of people which are especially important in moderating both the job characteristics-psychological states relationship, as well as the psychological states-outcomes relationship (Hackman and Oldman, 1980; Kulik et al., 1987). The **three main moderators** are *knowledge and skill to perform the work, growth need strength, and work context*.

An individual must be properly equipped with the *knowledge and skill* required to meet the demands and opportunities of an enriched job (Hackman and Oldham, 1976, 1980). Otherwise, poor performance and, consequently, negative feelings will follow due to the disappointment in failing to meet meaningful and potentially fulfilling goal. Conversely, a proper skill set will allow the individual to perform well, and positive feelings will result, reinforcing that behaviour.

Even if skill and knowledge are adequate, some individuals may not desire or appreciate the opportunities for growth. The Job Characteristics Model assumes that

desire or appreciation derived from the psychological need for personal accomplishment, which is labelled *growth need strength (GNS)*. Growth need strength moderates the job characteristics-motivation relationship at two points in the model. The initial GNS moderation occurs at the link between the job characteristics and the psychological states, indicating that high GNS people will experience the psychological states more strongly. Moreover, because of the moderating effect at the link between the psychological states and the resulting internal motivation, high GNS people will respond to the psychological states more positively than low GNS people.

Work context includes pay satisfaction, security satisfaction, co-workers satisfaction and supervisor satisfaction. Work context has been supported to some degree as a moderator by studies which showed that the strongest relationship between the job characteristics and motivation was obtained for employees who were both high GNS and satisfied with the work context.

3.6.4 Determinants of Expatriate Job Satisfaction

3.6.4.1 Job Characteristics

The most important element of an individual's satisfaction with their job is related to the characteristics of the position they occupy. Bonache (2005) concluded, from his study on a large sample of employees from a Spanish multinational construction company, that an interesting and rewarding job will greatly contribute to increasing satisfaction within a given work environment. Researchers have repeatedly shown that job/task characteristics strongly influence worker's attitudes, including satisfaction and commitment (Miller and Monge, 1986; Cotton and Tuttle, 1986; Vidal et al., 2007).

Job characteristics refer to variables that describe characteristics of jobs performed by employees. Hackman and Oldham (1980) defined job characteristics as an attribute that creates conditions for high work motivation, satisfaction, and performance. They proposed five core job characteristics that should be included in any job which are skill variety, task identity, task significance, autonomy and feedback.

Expatriates' jobs have a greater task variety (Czinkota et al., 1989; Edstrom and Galbraith, 1977) and provide a more challenging position. Guzzo et al. (1993) found that the majority of the expatriates indicated the best part of their assignment were related to their work and generally reported greater autonomy, variety and

responsibility. One of the principal reasons expatriates give for failing in their overseas jobs is that they cannot cope with the complexity of work responsibility (Katz and Seufer, 1996).

Autonomy refers to the degree to which the job provides substantial freedom, independence and discretion to the employee in scheduling the work and in determining the procedures to be used in carrying it out (Hackman and Oldham, 1980). Conferring professional autonomy will enhance the attractiveness of the teaching profession as a career choice and will improve the quality of classroom teaching and practice (Boe and Gilford, 1992). Sylvia and Hutchinson (1985) administered a Q sort forced distributions research instrument containing 37 attitudinal statements to a group of 167 teachers of a medium-sized city in Oklahoma. They concluded that teacher motivation is based on the freedom to try new ideas and achievement of appropriate responsibility levels. Teachers with greater autonomy show higher levels of satisfaction than teachers who feel they have less autonomy (Perie et al., 1997).

Personal recognition is a powerful tool in building morale and motivation (Singh, 2012). Small, informal celebrations, such as a pat on the back or a personal note from peers or supervisors, are many times more effective than a once a quarter or once a year formal event.

3.6.4.2 Job Content

Responsibility, Workload and Role Factors

Katz and Seufer (1996) realised that one of the principal reasons expatriates give for failing in their overseas jobs is that they cannot cope with the complexity of work *responsibility*. *Workload* and stress are the other possible reasons for expatriate failure. Black (1988) argued that employees on international assignment will be subject to a higher level of stress than that of domestic employees and sometimes their workload is considerably high. Bonache (2005) mentioned that expatriates as compared with domestic employees, experienced greater job overload, greater external pressure, and greater pressure from the visibility of their jobs. Furthermore, the expatriates' functions are not always completely specified, so they may experience a higher degree of uncertainty, confusion and *role ambiguity* (Bonache, 2005). Indeed these undesirable facets seem to affect satisfaction adversely.

Career Advancement

Job satisfaction is strongly associated with the potential for job growth (Bonache, 2005). Career can be defined as the sequence of work-related experiences and attitudes that the individual has over the span of his or her work life. The prospect of career advancement is an important motive for expatriates on their international assignment.

Feldman and Thomas (1992) revealed that there is a close relationship between the expatriates' assignment and the overall perceived career path and future career opportunities in their study of 118 expatriates in Saudi Arabia, Europe, South America, and Japan on career development. The expatriates' general performance and commitment to the assignment may be influenced by perceptions of future career opportunities resulting from the assignment (Naumann, 1992). Selmer (1998) revealed, through his survey study of western business expatriates that making it difficult to change over from an expatriate career to a domestic career is negatively related to psychological adjustment. Suutari (2003) suggested that one of the main reasons for employees accepting an expatriation is that they usually expect that international assignments increase their career opportunities within the company. Edstrom and Galbraith (1977) suggested that many expatriates viewed their foreign assignment as a developmental step for executive-level positions. Oddou and Mendenhall (1991) also found that expatriates improve their global perspective, communication ability, conceptual and planning skill, and are often promoted on their return. However, there appears to be conflicting opinions on the career value of foreign assignments. Some contend it is a positive career event (Brett and Werbel, 1980; Edstrom and Galbraith, 1977), while others contend it is uncertain, at best (Tung, 1981; Mendenhall et al., 1987; Oddou and Mendenhall, 1991).

The basic problem faced by expatriates in the international assignment is commonly summarised in the cliché "out-of-sight, out-of-mind" (Scullion, 1992; Feldman and Thomas, 1992; Daily et al., 2000; Yan et al., 2002). When someone has to leave his or her country and begin to work in a new environment, many of the professional contacts that he or she had at home disappear. This may harm their career prospects. If social networks have positive effects on career outcomes and on upward mobility (Burt, 1992; Podolny and Baron, 1997), one could think that expatriates will feel more pessimistic with their career prospects as they perceive that the distance from headquarters puts them at an informational and networking disadvantage (Daily et al., 2000).

Individuals who are demographically dissimilar (expatriate) to other members (domestic) of their work group may perceive their chances for development within an organisation as low (Fernandoz, 1981). Consequently, expatriate employees may be less integrated into the formal network within the work group and thus would be likely to perceive that fewer promotional opportunities exist within the organisation. Hence, expatriate expectations of career advancement are not fulfilled (Dowling and Welch, 2004).

Feeling of Accomplishment

Locke's (1976) job satisfaction model stated that intrinsic job satisfaction is obtained from positive feelings of accomplishment, self-actualisation, and identification with the job. Job satisfaction when measured in terms of social aspects, esteem and self-actualisation needs could be higher in the context of international assignments (Downes et al., 2002). The concepts of protean career are very important to understand the career attitudes and success of self-initiated expatriates (Hall, 1976). Hall (2002) defined the protean career as a career where the individual, rather than the organisation, is in charge. Protean individuals value individual freedom and growth and define career success in terms of psychological criteria, such as the degree of job satisfaction, self-actualisation, personal accomplishment and a feeling of fulfilment (Hall and Chandler, 2005). The perceived psychological contract (Rousseau, 1995) in self-initiated expatriation involves more of a transactional relationship than a long-term employment with prospects of promotion within the same organisation.

One of the teacher's intrinsic satisfaction can come from classroom activities (Lee et al., 1991). Daily interaction with students informs the teacher about whether or not the student has learned something as a result of their teaching. Student characteristics and student perception of teacher control over the classroom environment are also intrinsic factors which are affecting teacher's satisfaction (Lee et al., 1991). Less lecturing by teachers and more classroom discussions are positively related to teacher morale (Greenwood and Soars, 1973). These factors are related to both attrition and satisfaction in teaching (Boe and Gilford, 1992; Lee et al., 1991).

3.6.4.3 Work Context

Reiner and Zhao (1999) suggested that work environment variables produce significant effects on employee job satisfaction, through their study on the relative effects of work environment variables and demographic variables in job satisfaction

among United States Air Force security police. Bonache (2005) defined job satisfaction as an effective or emotional response towards various facets of one's job and in which processes of social comparison take place. Job satisfaction is a product of satisfaction with a number of different aspects of the job. The work satisfaction dimension comprises of satisfaction with pay, satisfaction with supervisors, satisfaction with co-workers (Hackman and Oldman, 1976, 1980), relationship with co-workers (Raabe and Beehr, 2003), co-worker support (Bonache, 2005), and work environment (Ingram, 2014). AbdelRahman et al. (2012) examined the influence of nationality of both domestic and expatriate managers on work satisfaction in the banking industry in the United Arab Emirates and found that domestic bank managers expressed a higher level of satisfaction with pay, job characteristics, promotion opportunities, co-workers, and supervisors than their expatriate counterparts.

Satisfaction with Pay

From an economic perspective, job satisfaction is a unitary concept which tends to be explained in purely monetary terms (Lazear, 2000). Suutari and Tornikoski (2001) found, through their study of 301 Finnish expatriates, that the major sources of satisfaction were the lower level of taxation, the higher total salary level and allowances. Singh (2012) found that compensation clearly emerged as the most powerful determinant of job satisfaction. People pay a great deal of attention to remunerations such as salary, fringe benefits, allowances, recognition and financial rewards.

The literature considers pay a key human resources practice which affects expatriates' satisfaction (Dolliver, 2004). Ducharme et al. (2005) examined the effects of performance appraisals on pay satisfaction with a sample of more than 15000 employees and found that pay satisfaction was the highest when performance pay is tied to the employee's performance and the lowest when there are no performance appraisals in organisations, even if there is performance pay. There are two contradictory arguments on the salary and pay differences of expatriate and domestic employees. On one hand, companies usually pay expatriates a higher remuneration than domestic employees receive (Reynolds, 1997; Selmer et al., 2001; Vidal et al., 2007) for the purpose of compensating them for working and living abroad (Bonache et al., 2001). Reynolds (1997) studied expatriate compensation in historical perspective and revealed that human resources involvement in expatriate compensation remains very high. In 1992, the proportion of time devoted to expatriate compensation and benefits by headquarters international human resources staffs was still a striking 54%.

On the other hand, expatriates are generally not satisfied with their pay. Black et al. (1992) asserted that 77 percent of expatriate employees are highly unsatisfied with their compensation systems. Hamill (1989) interviewed with personnel directors based on corporate headquarters of British multinational enterprises and suggested that the low level of pay satisfaction might account for the high rates of expatriate failure.

According to the social comparison theory (Festinger, 1954; Adams, 1965), satisfaction is a function of how fairly an individual is treated at work. In the work setting, expatriates are likely to use multiple referents of comparison (Bonache et al., 2001) including comparison to other fellows within the same organisation (assessment of internal equity), to employees occupying similar jobs in other organisations (assessment of external equity), and to employees performing similar jobs within the same organisation (assessment of relative equity). It is a potent social and psychological one as well (Baron and Kreps, 1999). Thus, a person can be relatively satisfied with the absolute monetary rewards he or she receives and dissatisfied with how they fare relative to others (Festinger, 1954; Adams, 1965), or with other aspects of his or her job, either because they do not fulfil his or her needs and values (Salansik and Pfeffer, 1977) or because they do not meet his or her expectations. Therefore, the question of equity is very critical for satisfaction with pay. The feelings of unfairness expatriates experience affect their satisfaction (Vidal et al., 2007). Vidal et al. (2007) further explained in their study of 81 Spanish repatriated managers that job satisfaction related to turnover and the position assigned to the repatriates on their return, as well as the accuracy of their expectations, influence their job satisfaction. Thus, one should expect a higher level of satisfaction with pay among nationals compared to their expatriate counterparts.

Satisfaction with Supervisors

A relationship with immediate supervisor is an important antecedent of employee's job satisfaction (Dupre and Day, 2007). Dupre and Day (2007) found, through their study of 450 military personnel that supervisory support was one of the key support variables influencing job satisfaction as well as employee's health and turnover intentions. The consideration a supervisor has for his or her subordinates' feelings, well-being, and contributions are an important predictor of job satisfaction (McCormack et al., 2006). McCormack et al. (2006) conducted a survey study of 142 full-time schoolteachers in China and revealed that satisfaction with supervisor has a significant positive correlation with affective commitment. Employees who have supportive supervisors experience higher satisfaction and organisational commitment

than employees without supportive supervisors (Darby, 2000; Hisam, 1997; Firth et al., 2004, Gagnon and Judd, 2004; McCormack et al., 2006). Firth et al. (2004) revealed, through a survey study of 173 retail salespeople that emotional support from supervisors mediated the impact of stressors on stress reactions, job satisfaction, commitment to the organisation and intention to quit. Gagnon and Judd (2004) used leader-member exchange theory to examine the effects of the employee-supervisor relationship on important job-related outcomes in a sample of wood manufacturing employees. The findings indicated that employees who perceive themselves to be in a supportive relationship with their supervisor tended to have higher performance, job satisfaction and organisational commitment.

Little researches on expatriation and supervision have been done. A few studies found that relationships between superiors and subordinates who are from different cultures form the significant aspect of multinational organisation effectiveness (Ralston et al., 1995; Vaught and Abraham, 1992). Farjani (1988) found that only 37 percent of Egyptian expatriates who felt that they were treated with respect by domestic managers. It is argued that lack of supervisory support is due to the feeling of social isolation, diversity in culture, language barriers, and nationality differences. Ralston et al. (1995) studied three different groups of sample who were 181 Americans working in the U.S., 17 Americans working in Hong Kong, and 177 Hong Kong Chinese working in Hong Kong and suggested that to work effectively for both superiors and subordinates in a culturally mixed environment, it is necessary to understand the forces that motivate individuals from other cultures as well as the tactics that they use to attain their goals within the organisation.

Strong relationships exist between supportive communication from the principal and teacher job satisfaction (Popperton, 1989; Singh and Billingsley, 1996). Popperton (1989) supported this findings by a survey study of 686 secondary school teachers in the north of England. Litt and Turk (1985) reported in their survey study of 291 high school teachers that teachers were more satisfied with their jobs when they perceived their principals as people who took an interest in their professional and personal welfare and who confronted them. Dworkin et al. (1990) studied a sample of 291 respondents from a teachers' union in a large urban district and found that the principal was seen as supportive were significantly less likely to report stress-induced illness behaviour than teachers in schools where the principal was seen as unsupportive.

Considerate leadership behaviour, consistent with downward supportive communication was found to be a strong predictor of job satisfaction (Pool, 1997;

Dworkin et al., 1990). Pool (1997) revealed, through a self-report questionnaire of 125 adult Americans between the ages of 20 and 46 years that leadership behaviour and leadership style affected levels of job satisfaction. Wheelless et al. (1983) classified employees in three administrative units at a comprehensive eastern university in the U.S. and discovered that job satisfaction was most strongly and positively related to communication satisfaction with supervisor and supervisor's receptivity to information. Furthermore, leadership, communication and decision making styles were found to be important contributing factors to satisfaction. Teachers who do not feel supported in their work may be less motivated to do their best work in the classroom (Ostroff, 1992; Ashton and Webb, 1986). Dinham and Scott (1998) reported in their survey study of 892 respondents in 71 government schools in Western Sydney, Australia that lack of support from school leaders was a source of job dissatisfaction for teachers.

Highly satisfied teachers are less likely to change schools or to leave the teaching profession altogether than those who are dissatisfied with many areas of their work like (Choy et al., 1993). Ostroff (1992) supported this findings with her survey study of 13808 teachers in 298 schools. When teachers are not satisfied with their working conditions, they are more likely to change colleges or to leave the profession altogether (Choy et al., 1993).

Satisfaction and Relationship with Co-workers

The quality of co-worker and satisfaction with co-workers both correlate positively with overall job satisfaction (Bolon, 1997). Bolon (1997) indicated, through the multidimensional analysis of hospital employees that satisfaction with co-workers was one of the important predictors of job satisfaction. Highly motivated and need satisfied teachers can create a good social, psychological and physical climate in the classroom (Herzberg et al., 1959).

Co-worker relationships has an important influence on employee organisational commitment that results from employee job satisfaction (Raabe and Beehr, 2003). Protheroe et al. (2002) stated that the sense of being a part of a professional community is both a powerful motivator and a significant source of job satisfaction. Leiter (1988) supported that informal interactions with coworkers is related to higher job satisfaction. For instance, involvement in social networks of coworkers and social support among coworkers (which involved sharing useful advice and assistance and taking personal interest in peers) improved job satisfaction (Hulbert, 1991; Ducharme and Martin, 2000). Hulbert (1991) reviewed the data from the 1985 General Social

Survey and indicated that co-worker social circles positively affected job satisfaction. Ducharme and Martin (2000) revealed, through their study of 2505 full-time employees that both affective and instrumental workplace social support exerted significant effects on job satisfaction. Indeed, close relationships with one's co-workers increases job satisfaction and organisational commitment, particularly in a situation where co-workers are regarded as friends, as a support system, or as family (McNeese-Smith and Nazarey, 2001). McNeese-Smith and Nazarey (2001) revealed, through the content analysis of 30 staff nurses that organisational commitment was most related to co-workers. Morrison (2004) found, through a survey of 536 employees from within New Zealand and worldwide, that greater employee cohesiveness and the prevalence of workplace friendships resulted in reduced turnover intention. Raabe and Beehr (2003) examined formal mentoring programs in two companies and revealed that supervisory and co-worker relationship were related to mentee outcomes.

Workplace friendship is defined as non-exclusive voluntary workplace relations that involve mutual trust, commitment, reciprocal liking and shared interests and values. (Berman et al., 2002). Berman et al. (2002) mentioned in their survey study of senior managers that workplace friendship is a phenomenon that is beyond mere behaviours engaged in friendly ways among people in an organisation; there should be "trust, liking, and shared interests or values" rather than being only mutual acquaintance. Workplace friendship has been considered valuable for both individuals and organisations. Hamilton (2007) also suggested that when in a friendship at work, people might feel comfortable with their workplace friends and reduce feelings of insecurity and uncertainty. They also share more information and empathies with workplace friends about work-related problems and concerns. Jehn and Shah (1997) conducted a 2 by 2 experimental design and found that friendship groups performed significantly better than acquaintance groups on both decision-making and motor tasks because of a greater degree of group commitment and cooperation. They further argued that employees in a friendship exchange words of encouragement, confidence, trust, respect, and critical feedback, which may increase enthusiasm and a positive attitude. When employees have trustful friends at work, they can get help or advice from their friend co-workers and, therefore, gain feelings of security, comfort, and satisfaction with their job at work (Dotan, 2007). Workplace friendships may also enhance organisational performance because employees in friendships like to help each other with tasks, communicate with morale-building behaviours, have few communication difficulties and thus can increase their effort and rate of production (Bandura, 1982). Sias and Cahill (1988) found, through the analysis of interviews with 38 individuals, that individuals who have a close friend at work are less likely to be

absent or leave the organisation than individuals who do not because they gain a sense of belongingness and obligation to the workplace friends who have accepted, understood, and helped them at work.

Social ties are less likely to develop between people who do not share a common background (Bonache, 2005). In that sense, expatriates may be exposed to less interaction with their local peers and miss an opportunity to learn about the domestic culture of their host setting (Adler, 1997). Maney and Stevenson (2001) conducted a network analysis of cross-subsidiary interactions among 457 managers in multinational enterprises and explained these scarce interactions on the basis of their status differences. Three factors make that the status distinction between expatriates and local peers become a barrier for close ties among them. First of all, local employees see the culture of the home country as less accessible and may rarely initiate contact with expatriates. Moreover, the cultures of countries of less national wealth are often characterised by higher power distance, which discourages local staff in those countries from interacting with expatriates. Furthermore, communication is affected by the language abilities of both expatriates and local staff. For all these reasons, it is expected that expatriates will be less satisfied with co-workers than their national counterparts (Bonache, 2005).

Being distant from headquarters for extended periods involves a risk and may lead to a feeling of isolation (Daily et al., 2000). Feelings of isolation lead to high perceptions of stress when the worker finds herself in a relatively new and unknown business environment, experiences difficulties of cross-cultural adjustment and does not get enough information from corporate headquarters. Under such conditions, the perceived stress will probably be higher than that of both repatriates and domestic employees. Given that lack of support and perceived stress lead to job-related strains such as dissatisfaction and turnover (Katz and Kahn, 1978).

Co-worker Support

Social network theory has shown that social support from co-worker networks serves as a resource that affects job satisfaction (Ducharme and Martin, 2000; Bonache, 2005). Social support has been defined broadly as the availability of helping relationships and their quality (Hulbert, 1991). Social support may lead a person to believe that he or she is cared for, esteemed and valued and that he or she belongs to a network of communication and mutual obligation (Hulbert, 1991; Katz and Kahn, 1978; Podolny and Baron, 1997).

Co-worker support refers to co-workers assisting one another in their tasks when needed by sharing knowledge and expertise as well as providing encouragement and support (Zhou and George, 2001). Zhou and George (2001) revealed, through a study of 149 employees, that feedback from co-workers and co-worker helping and support related to job satisfaction. Co-worker support can also provide or fail to provide a basis for solidarity and united resistance to management (Kaul and Lakey, 2003). Kaul and Lakey (2003) also found, through their survey study and interviews with participants' that generic relationship satisfaction was more strongly related to the perceived supportiveness of network members than was enacted support. In an environment where co-worker support is high, employees are able to discuss ideas more openly and honestly and there is a positive relationship to job satisfaction (Fass et al., 2007). Fass et al. (2007) further mentioned in their study of 108 police officers that perceived co-worker support found to moderate the relationship between task interdependence and felt responsibility.

Co-worker support has been found to be an effective source of support especially when the subject is emotionally exhausted which can consequently affect work stress (Albar-Marin and Garcia-Ramirez, 2005). Albar-Marin and Garcia-Ramirez (2005) revealed, through a survey study of 210 nurses at a general hospital in Seville, Spain that the role of co-workers as social support on the emotional exhaustion was important. Lindorff (2001) showed in her survey study of 572 Australian managers that support from work colleagues is appropriate for work specific problems and can relieve work stress more so than non-work support. As a consequence of the feelings of being valued and experiencing less stress, employees feel more satisfied with their job and are less inclined to have intentions to quit the organisation (Levy, 2006). Joiner (2007) found, through a questionnaire survey of a sample selected from the motor vehicle parts and accessories industry, that a company with higher levels of co-worker support is likely to be associated with enhanced organisational performance. According to Fine (1986), workplace friendship increases support and resources that help individuals to accomplish their job, reduce work stress, and provide increased communication, cooperation, and energy.

Work Environment

A work environment is made up of a range of factors, including company culture, management styles, hierarchies and human resources policies (Ingram, 2014). Workplace environments greatly influence employee satisfaction, which in turn directly affects employee turnover rates. Knowing how to use a positive work environment to

increase employee satisfaction and reduce turnover is a key to developing a high-performance workforce.

A work environment is the result and product of a company's distinct culture. Company culture includes elements such as the way in which conflicts are handled, the freedom to try new things and fail without consequences, dress code policies, predominant communication styles and other intangible details (Singh, 2012). Company cultures must fit with their employees to increase job satisfaction, or else employees may look elsewhere to find a workplace better suited to their personalities. The cultural characteristics of the school dictate the cultural ability, willingness and capacity for a school to assimilate new information, data or knowledge into the processes and policies of the school (Scribner et al., 1999). Scribner et al. (1999) further explained, through an embedded case study design that a complex nesting of work contexts limited the types of learning activities, and hence knowledge, available to teachers. Graham and Messner (1998) conducted a survey study of 226 American midwestern elementary, middle, and senior high school principals and asserted that to succeed in a collaborative school environment it is important for teachers to actively influence the school culture rather than passively allow decisions to be made for them. When teachers assert their roles as experts on the school culture and voice opinions toward meeting organisational goals, they increase their commitment to the organisation and enhance their job satisfaction.

Communication openness predicted job satisfaction (Klauss and Bass, 1982). Jablin (1979) reviewed the literature in the area of superior-subordinate communication and concluded that greater open communication between subordinates and superiors resulted in greater subordinate job satisfaction. Employees would be more satisfied with their jobs if communication with their superiors was more open. Democratic communication related to participation and influence in decision-making has long been associated with job satisfaction (Vroom, 1964). Haughey and Murphy (1983) reviewed the researches on rural teachers in British Columbia and identified that involvement in decision making as a factor that contributed strongly to teacher job satisfaction (Taylor and Bogotch, 1994). Taylor and Bogotch (1994) gathered data from a large metropolitan district involved in restructuring and found that teachers did not feel sufficiently involved in decision making was sufficient and hence did not improve outcomes for teachers or students. Low participation in decision making as a source of job dissatisfaction for teachers, which ranked lower as a source compared to administrative support and teacher-pupil relations (Shann, 1998). Shann (1998) further suggested in her interviews and survey study of 92 teachers in 4 urban middle schools

that principals are advised to act on issues that erode teacher satisfaction by promoting teacher involvement in decision making.

3.6.4.4 Culture

Boonzaier (2008) conducted an investigative revision of the Job Characteristics Model by using a survey of 750 senior trainee management students from the Faculty of Business at the Cape Peninsula University of Technology. She stated that a further shortcoming of the Job Characteristics Model lies in the fact that the development and refinement of the model has taken place in a predominantly Western environment and has largely failed to take different cultural environments into account. Globalisation and the increase in multi-national businesses highlight the importance of understanding the similarities and differences between the culture of different countries so that appropriate and effective managerial behaviours and interventions can be formulated. Steenkamp (2001) reviewed the role of national culture in international marketing research and stated culture can be regarded as a central environmental variable shaping behaviour in organisations. The cultural diversity within and between cultures should be taken into account when explaining the relationship between job characteristics and work behaviour (Boonzaier, 2008)

3.6.4.5 Personality

In a study of the relationship between the Big Five factors of personality and work involvement, Bozionelos (2004) investigated a British sample of 308 white-collar workers and reported that work involvement is linking personality variables to work motivation. He further indicated that intrinsic career success was almost exclusively associated with personality traits. For instance, neuroticism reduced both extrinsic career prospects and intrinsic career evaluations. Agreeableness reduced extrinsic career prospects but enhanced intrinsic career evaluations. Conscientiousness primarily and extraversion secondarily were negatively associated with extrinsic career success.

Furthermore, personality measures are valid predictors of work motivation (Goldberg, 1993; Salgado, 1997; Rothmann and Coetzer, 2003; Robbins and Judge, 2007). Specifically, the Big Five factors of personality (Goldberg, 1999) are valid predictors of various workplace dependent variables. Salgado (1997) revealed in a 3 prior meta-analyses that conscientiousness and emotional stability are valid predictors across job criteria and occupational groups. Extraversion was a predictor for two

occupations, and openness and agreeableness were valid predictors of training proficiency. Rothmann and Coetzer (2003) conducted a cross-sectional survey of 159 employees of pharmaceutical company and found that emotional stability, extraversion, openness to experience and conscientiousness were related to task performance and creativity. The role that personality variables play in explaining the relationship between the job characteristics and the outcome variables in the Job Characteristics Model of job design have been systematically addressed by empirical researches (Boonzaier, 2008).

3.7 Framework of the Study

For the first two objectives of the study mentioned in Section 1.3, the following framework was proposed to examine the relationship among NETs cross-cultural adjustment, stress, and job satisfaction in this study. In addition to demographic factors (gender, age, nationality), four factors were considered contributing to NETs' cross-cultural adjustment and stress. They were anticipatory factor (previous overseas living and teaching experience, selection mechanism and criteria), individual factor (personality traits), job factor (role ambiguity and role conflict), and non-work factor (culture novelty) and NETs' cross-cultural adjustment and stress.

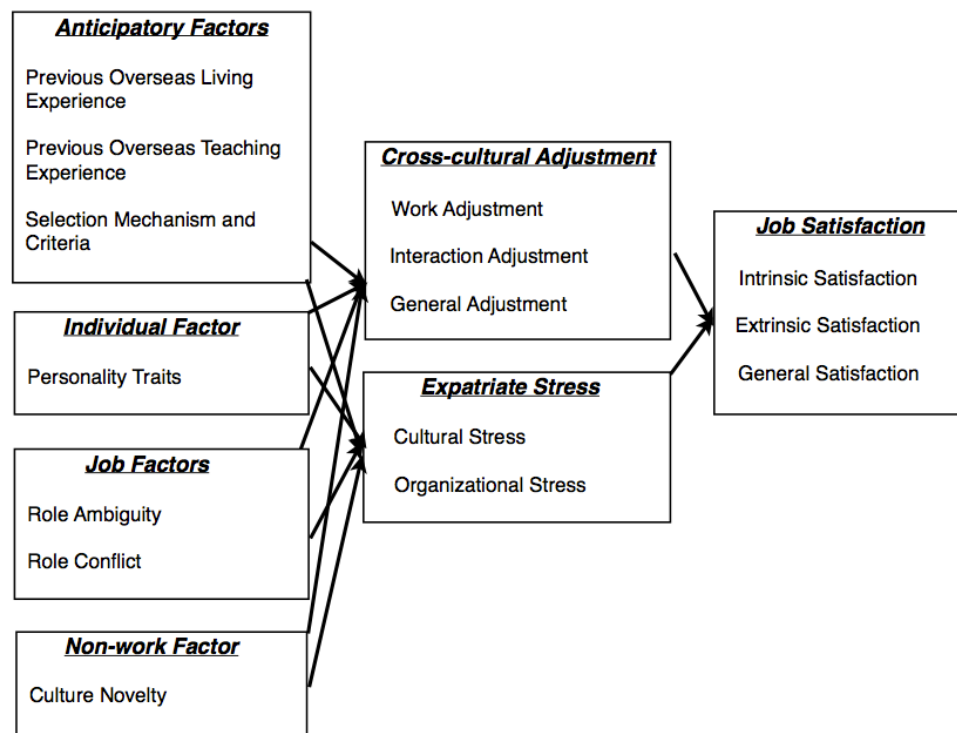


Figure 7 Framework of Cross-cultural Adjustment and Job Satisfaction among Primary School NETs in Hong Kong

3.7.1 Research Questions and Hypotheses

In order to find out the predictors of NETs' job satisfaction, the three dimensions of cross-cultural adjustment (including work adjustment, interaction adjustment and general adjustment), and the two stressors (cultural and organisation stress) were examined. Five hypotheses were formulated and the relationship between variables were showed as follows:

Research Question1: Which factors are the predictors of NETs' job satisfaction?	
H1a.	Work adjustment will be positively related to job satisfaction .
H1b.	Interaction adjustment will be positively related to job satisfaction .
H1c.	General adjustment will be positively related to job satisfaction .
H1d.	Cultural stress will be negatively related to job satisfaction .
H1e.	Organisational stress will be negatively related to job satisfaction .

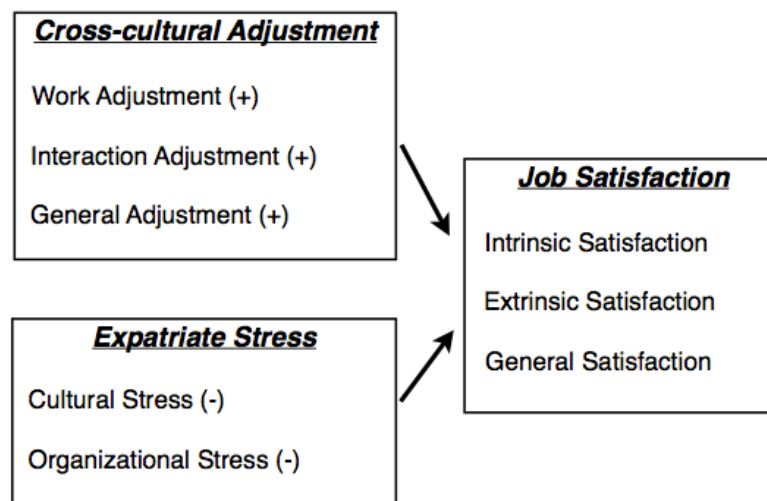


Figure 8 Research Question 1: Which Factors are the Predictors of NETs' Job Satisfaction?

In order to find out the predictors of NETs' work adjustment, two anticipatory factors (previous overseas teaching experience and selection mechanism and criteria), the Big Five personality traits, and two job factors (role ambiguity and role conflict) were examined. Five hypotheses were formulated and the relationship between variables were showed as follows:

Research Question 2: Which factors are the predictors of NETs' work adjustment?	
H3a..	Previous overseas teaching experience will be positively related to the degree of work adjustment .
H4a.	Qualification will be related to the degree of work adjustment .
H5a.	Personality traits will be related to the degree of work adjustment .
H6a.	Role ambiguity will be negatively related to the degree of work adjustment .
H7a.	Role conflict will be negatively related to the degree of work adjustment .

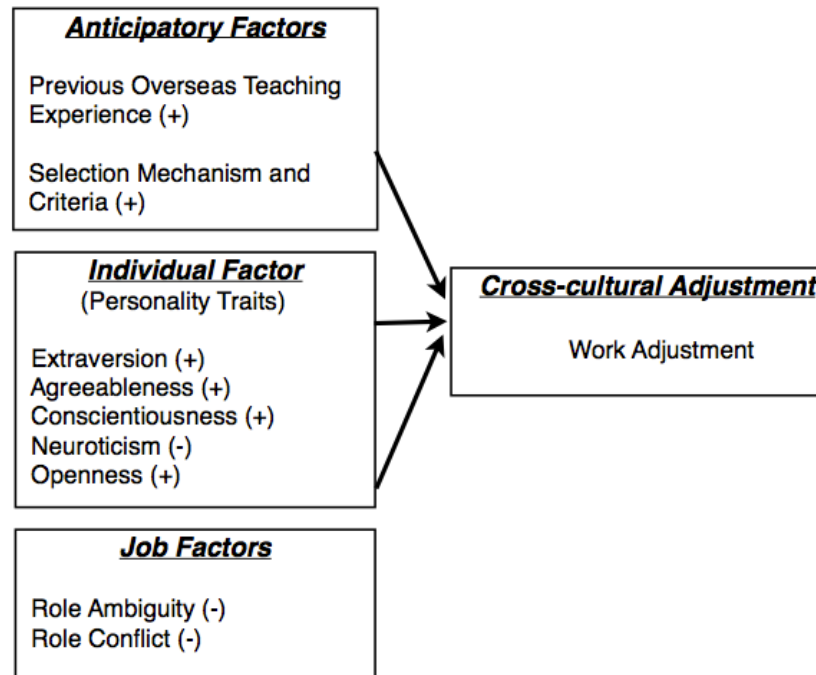


Figure 9 Research Question 2: Which Factors are the Predictors of NETs' Work Adjustment?

In order to find out the predictors of NETs' interaction adjustment, an anticipatory factor (previous overseas living experience), the Big Five personality traits, and a non-work factor (culture novelty) were examined. Three hypotheses were formulated and the relationship between variables were showed as follows:

Research Question 3: Which factors are the predictors of NETs' interaction adjustment?	
H2a.	Previous overseas living experience will be positively related to the degree of interaction adjustment .
H5b.	Personality traits will be related to the degree of interaction adjustment .
H8a.	Culture novelty will be positively related to the degree of interaction adjustment .

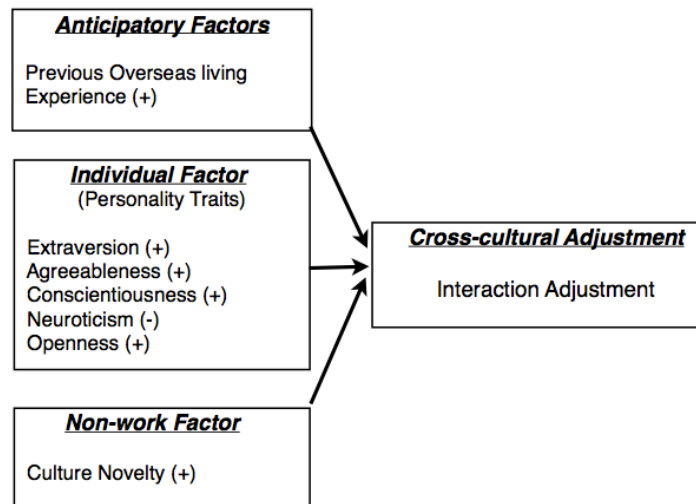


Figure 10 Research Question 3: Which Factors are the Predictors of NETs' Interaction Adjustment

In order to find out the predictors of NETs' general adjustment, an anticipatory factor (previous overseas living experience), the Big Five personality traits, and a non-work factor (culture novelty) were examined. Three hypotheses were formulated and the relationship between variables were showed as follows:

Research Question 4: Which factors are the predictors of NETs' general adjustment?	
H2b.	Previous overseas living experience will be positively related to the degree of general adjustment .
H5c.	Personality traits will be related to the degree of general adjustment .
H8b.	Culture novelty will be positively related to the degree of general adjustment .

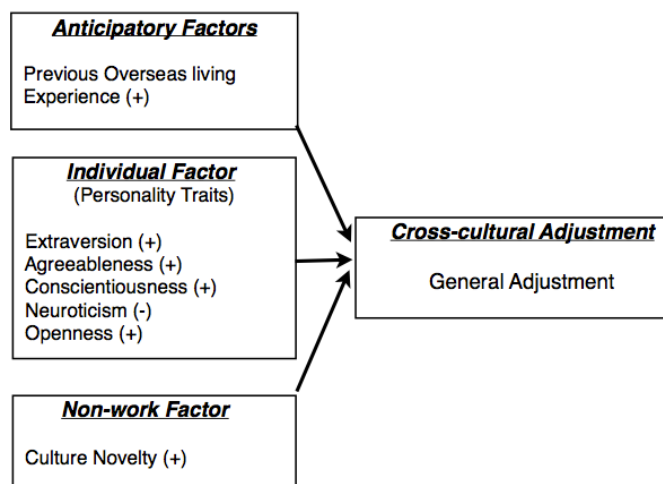


Figure 11 Research Question 4: Which Factors are the Predictors of NETs' General Adjustment

In order to find out the predictors of NETs' cultural stress, an anticipatory factor (previous overseas living experience), the Big Five personality traits, and a non-work factor (culture novelty) were examined. Three hypotheses were formulated and the relationship between variables were showed as follows:

Research Question 5: Which factors are the predictors of NETs' cultural stress?	
H2c.	Previous overseas living experience will be negatively related to cultural stress .
H5d.	Personality traits will be related to cultural stress .
H8c.	Culture novelty will be negatively related to cultural stress .

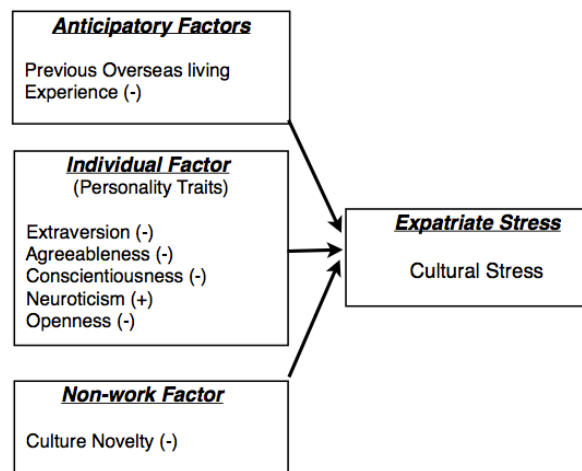


Figure 12 Research Question 5: Which Factors are the Predictors of NETs' Cultural Stress

In order to find out the predictors of NETs' organisational stress, two anticipatory factors (previous overseas teaching experience and selection mechanism and criteria), the Big Five personality traits, and two job factors (role ambiguity and role conflict) were examined. Five hypotheses were formulated and the relationship between variables were showed as follows:

Research Question 6: Which factors are the predictors of NETs' organisational stress?	
H3b.	Previous overseas teaching experience will be negatively related organisational stress
H4b.	Qualification will be related to organisational stress .
H5e.	Personality traits will be related to organisational stress .
H6b.	Role ambiguity will be positively related to organisational stress .
H7b.	Role conflict will be positively related to organisational stress .

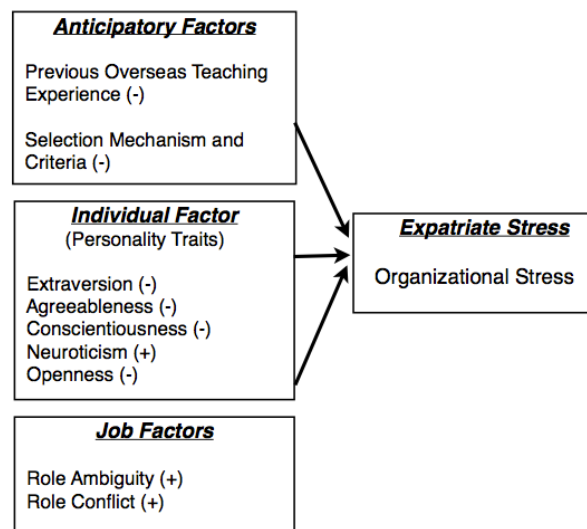


Figure 13 Research Question 6: Which Factors are the Predictors of NETs' Organisational Stress

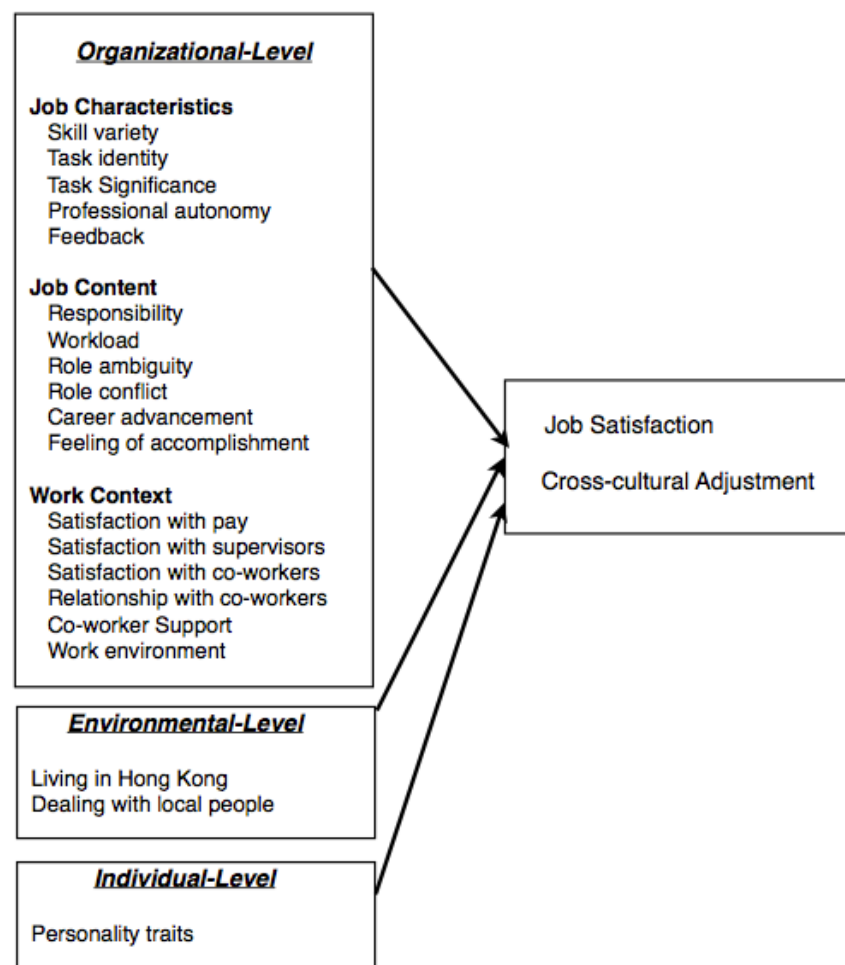


Figure 14 Determinants of NETs' Job Satisfaction and Cross-cultural Adjustment

For the third and fourth objectives of the study mentioned in Section 1.3, the determinants shown in Figure 14 were proposed to identify factors contributing to NETs' personal experience on their job satisfaction and cross-cultural adjustment. The differences in job satisfaction and cross-cultural adjustment between NETs in a high and low satisfaction group were explored on the basis of the determinants included in the framework. Three levels of determinants were considered. The organisational-level determinants comprised 3 key dimensions: job characteristics (skill variety, task identity, task significance, professional autonomy, and feedback), job content (responsibility, workload, role ambiguity, role conflict, career advancement and feeling of accomplishment), and work context (satisfaction with pay, satisfaction with supervisors, satisfaction with co-workers, relationship with co-workers, co-worker support and work environment). The environmental-level determinants comprised 2 key dimensions which are living in Hong Kong and dealing with local people. The individual-level determinant comprised mainly the personality traits of being NETs.

CHAPTER 4

METHODOLOGY

This chapter is the methodology of the study. It explains the research design of both the quantitative data collection through a questionnaire survey and the qualitative analysis of the interviews. The instruments chosen and used for the self-administered questionnaire are examined. The procedure and the guideline of the interviews are discussed.

4.1 Research Design

This study used both quantitative and qualitative strategies to examine the research questions stated in the previous chapter. Creswell (1994) suggested that using a combination of quantitative and qualitative research methods could enable the researcher to understand the relationship between variables in a situation and explore the research topic in greater depth. McCall and Bobko (1990) have emphasised balance between qualitative and quantitative methods by arguing that no method has “*superiority over the others*” and that “*there is no advantage to limiting our thinking about research methods to the procedures used in statistical analyses and verification processes. Doing whatever needs to be done to enhance discovery is also a critical part of methodology*” (p.412). They believed that a new methodological frontier lies, neither in the qualitative or quantitative domain exclusively, but rather in how the two techniques can be interwoven to maximise the “knowledge yield” (McCall and Bonko, 1990).

The term “mixed methods” refers to an emergent methodology of research that advances the systematic integration, or “mixing”, of quantitative and qualitative data collection within a single investigation or sustained program of inquiry (Wisdom and Creswell, 2013). Mixed methods can be an ideal technique to assess complex interventions (Homer et al., 2008; Nutting et al., 2009). There are several advantages using a mixed methods study. Mixed methods are especially useful in comparing quantitative and qualitative data. They can give a voice to study participants and

ensure that study findings are grounded in participants' experiences. They can also collect rich and comprehensive data. Mixed methods have great flexibility and are adaptable to many study designs (Wisdom and Crewell, 2013).

Creswell (1994, p.177-178) suggested the three types of research designs that combine both methods. First, in "two-phase designs", the researcher conducts a quantitative phase followed by a qualitative phase (or vice versa). In a second type of research design, the "dominant-less-dominant design", the researcher presents a study based largely on a single method with small components drawn from alternative methods. Third, the "mixed-method design" signifies the greatest extent of combining methods. Aspects of qualitative and quantitative methods are used at all or many steps in the study.

This study used the "two-phase designs" (Creswell, 1994), which was also known as the "explanatory sequential design" (Wisdom and Creswell, 2013). It typically involves two phases: an initial quantitative instrument phase, followed by a qualitative data collection phase. Quantitative survey data was collected for hypothesis testing and used to select the respondents for the second phase of the study. Qualitative interview data were then to further describe the respondent's personal point of view. By using this design, the qualitative phase builds directly on the results from the quantitative phase. In this way, the quantitative results are explained in more detail through the qualitative data (Wisdom and Creswell, 2013, p.2).

The first part of the study was a self-administered questionnaire. It consisted of six sections measuring culture novelty, personality traits, role ambiguity, role conflict, expatriate stress, cross-cultural adjustment, and job satisfaction. The use of the self-administered questionnaire aimed to examine the relationship between cross-cultural adjustment, expatriate stress and job satisfaction. The second part of the study was a semi-structured interview. It aimed to identify factors contributing to NETs' personal experience with their job satisfaction and cross-cultural adjustment. The interview was also used to explore the differences in job satisfaction and cross-cultural adjustment between those NETs with high job satisfaction and those with low job satisfaction. The following sections discuss the details of the "two-phase designs" of the study - a quantitative survey and a qualitative interview.

4.2 Self-administered Questionnaire

Questionnaires usually form an integral part of descriptive and opinion-related surveys (Eiselen et al., 2005). A questionnaire is a series of questions asked to individuals to obtain statistically useful information about a given topic. Questionnaires as quantitative research strategy emphasise quantification in both data collection and analysis. Questionnaires can either be in the form of a self-administered questionnaire where the respondents are requested to complete the questionnaire in their own time, or an interviewer-administered questionnaire where the researcher writes down the answers of the respondent during a telephone or face-to-face interview (Eiselen et al., 2005). Self-administered structured questionnaires, whether disseminated by hand, by post, via email or the web, have a number of distinct advantages (Eiselen et al., 2005). They are more cost effective to administer than personal face-to-face interviews as they are relatively easy to administer and analyse. Self-administered questionnaires are convenient since respondents are familiar with the concept of a questionnaire and they can complete it at a time and place that is convenient for them. Moreover, self-administered questionnaires are perceived to be less intrusive than telephone or face-to-face surveys and hence, respondents will more readily respond truthfully to sensitive questions. When compared with personal interviews, self-administered questionnaires reduce the possibility of interviewer bias.

4.2.1 Measuring Instruments

In this study, the use of a self-administered questionnaire aimed to examine the relationship between cross-cultural adjustment, expatriate stress and job satisfaction. The measuring instruments used in this study included a biographical questionnaire, the Culture Novelty Scale (Black and Stephen, 1989), the Big Five Inventory (John, 1991), the Role Questionnaire (Rizzo, House and Lirtzman, 1970), the Expatriate Stress Inventory (van der Bank, 2005), the Expatriate Adjustment Scale (Black and Stephens, 1989), and the Minnesota Satisfaction Questionnaire (MSQ; Weiss et al., 1967). Appendix B is the questionnaire of the study.

4.2.1.1 A Biographical Questionnaire

A biographical questionnaire was developed to gather information about the demographic characteristics of the respondents. The information that was gathered covered: gender, age, nationality, the total number of years living and teaching overseas, the total number of years teaching in their home country as well as in a

foreign country, the total number of years they have been teaching in Hong Kong and deployed under the NET Scheme, the general Chinese language proficiency and education background.

4.2.1.2 *The Culture Novelty Questionnaire*

Culture novelty was measured on a five-point Likert scale by the respondents (Black and Stephen, 1989) and consisted of eight items adopted from Torbiorn (1982). There is an acceptable reliability score for this scale ($\alpha = .64$) (Black and Stephens, 1989). The eight items included everyday customs that must be followed, general living conditions, using health care facilities, transportation systems used in the country, general living costs, available quality and types of foods, climate, and general housing conditions. The respondents were asked to indicate how similar or different the eight items were compared with their home country. Each item was rated on a five-point scale varying from 1 (different) to 5 (similar). The higher score indicated the lower culture novelty.

4.2.1.3 *The Big Five Inventory (BFI)*

The Big Five Inventory (BFI) was constructed as a self-report inventory designed to measure the Big Five dimensions (John and Srivastava, 1999). The following five personality traits were measured.

1. **Extraversion** (sometimes called Surgency) - encompasses more specific traits such as being talkative, energetic, and assertive.
2. **Agreeableness** - includes traits like being sympathetic, kind, and affectionate.
3. **Conscientiousness** - includes traits like being organised, thorough, and well planned.
4. **Neuroticism** (sometimes called Emotional Stability) - includes traits like being tense, moody, and anxious.
5. **Openness to Experience** (sometimes called Intellect or Intellect/Imagination) - includes traits like having wide interests, and being imaginative and insightful.

The 44-item BFI consisted of short phrases with relatively accessible vocabulary which were related to the Big Five dimensions. The respondents were asked to rate the extent to which they agreed that they were someone who were as the descriptions of

the statements on a five-point scale of 1 (strongly disagree) to 5 (strongly agree). The BFI Scale scoring was as follows ("R" denotes reverse-scored items):

Extraversion	:	1,	6R,	11,	16,	21R,	26,	31R,	36	
Agreeableness	:	2R,	7,	12R,	17,	22,	27R,	32,	37R,	42
Conscientiousness	:	3,	8R,	13,	18R,	23R,	28,	33,	38,	43R
Neuroticism	:	4,	9R,	14,	19,	24R,	29,	34R,	39	
Openness	:	5,	10,	15,	20,	25,	30,	35R,	40,	41R, 44

The coefficient alpha reliabilities (the mean was .83) were impressive for the BFI as the short scales. Extraversion (.88), Conscientiousness (.82), Neuroticism (.84), and Openness (.81) were measured most reliably (all clearly above .80) whereas Agreeableness (.79) tended to be somewhat less reliable. Regarding the convergent validity, the BFI and Trait Descriptive Adjectives (TDA) showed the strongest overall convergence (mean $r = .80$). BFI and TDA (corrected mean $r = .95$) shared virtually all of their reliable variance, with the highest correlation for Extraversion; only the correlation for Neuroticism (.82) fell below .90. BFI and NEO Five-Factor Inventory (NEO-FFI) showed the same substantial mean convergence (.95) (John et al., 2008).

It is worth noting that there are many aspects of personality that are not subsumed within the Big Five. The term *personality trait* has a special meaning in personality psychology that is narrower than the everyday usage of the term. Motivations, emotions, attitudes, abilities, self-concepts, social roles, autobiographical memories, and life stories are just a few of the other "units" that personality psychologists study. Some of these other units may have theoretical or empirical relationships with the Big Five traits, but they are conceptually distinct. For this reason, even a very comprehensive profile of somebody's personality traits can only be considered a partial description of their personality (Srivastava, 2010).

4.2.1.4 The Role Questionnaire

The Role Questionnaire was developed by Rizzo et al. (1970). The Role Questionnaire comprised 14 items relating to Role Ambiguity (6 items, Item 1-6) and Role Conflict (8 items, Item 7-14) (see Appendix B). The internal reliabilities for this sample were 0.87 for Role Conflict and 0.87 for Role Ambiguity. The respondents were asked to rate the extent to which they agreed that the condition existed for them on a seven-point scale of 1 (strongly disagree) to 7 (strongly agree). The 6 items measured

Role Ambiguity were reverse scored. The higher score indicated the higher levels of role ambiguity and role conflict.

4.2.1.5 The Expatriate Stress Inventory (ESI)

The Expatriate Stress Inventory (ESI) was developed by van der Bank (2005). The results of studies by Caligiuri (1997), Caligiuri et al (2001), Caligiuri and Lazarova (2002), Caligiuri and Phillips (2003), and Vollrath (2001) were used as theoretical foundation in the construction of the ESI. The Expatriate Stress Inventory comprised 19 items relating to Cultural Stress (12 items, Item 1-12) and Organisational Stress (7 items, Item 13-19) (see Appendix B). Two internally consistent factors were extracted, namely Cultural Stress ($\alpha=0.86$) and Organisational Stress ($\alpha=0.84$). The respondents were asked to rate the extent to which they felt the intensity of stress on a nine-point scale of 1 (not at all) to 9 (very intense). The higher score indicated the higher levels of cultural stress and organisational stress.

4.2.1.6 The Expatriate Adjustment Questionnaire

The Expatriate Adjustment Questionnaire, developed by Black (1988), was used to measure the three facets of adjustment (general, interaction, and work) in the study. The Expatriate Adjustment Questionnaire comprised 14 items relating to General Adjustment (7 items, Item 1-7), Interaction Adjustment (4 items, Item 8-11), and Work Adjustment (3 items, Item 12-14) (see Appendix B). The scale of measuring general adjustment resulted in an intrascale reliability of .82. The scale of measuring interaction adjustment produced an intrascale reliability of .89 whereas the scale of measuring work adjustment produced an intrascale reliability of .91. The respondents were asked to rate the extent to how well they were adjusted in the host country on a seven-point scale of 1 (not adjusted at all) to 7 (very well adjusted). The higher score indicated the higher levels of general, interaction and work adjustment.

4.2.1.7 The Minnesota Satisfaction Questionnaire (MSQ) (Short Form)

Job satisfaction was measured using the Minnesota Satisfaction Questionnaire (MSQ; Weiss et al., 1967). The MSQ is conceptualised satisfaction as being related to either intrinsic or extrinsic aspects of the job.

The short-form MSQ consisted of three scales with twenty items: Intrinsic Satisfaction, Extrinsic Satisfaction, and General Satisfaction. The intrinsic satisfaction

sub-scale consisted of 12 items (Item 1, 2, 3, 4, 7, 8, 9, 10, 11, 15, 16, 20) of which internal consistency ranges from .84 - .94. The extrinsic satisfaction sub-scale consisted of 6 items (Item 5, 6, 12, 13, 14, 19) of which internal consistency ranges from .77 - .82. The general satisfaction sub-scale consisted all items in both intrinsic and extrinsic satisfaction, plus Item 17 and 18 (see Appendix B) which internal consistency ranges of general satisfaction scale is from .87 - .92. The respondents were asked to rate the extent to which they were satisfied with the different aspects of their job on a five-point scale of 1 (not satisfied) to 5 (extremely satisfied). The higher score indicated the higher levels of intrinsic, extrinsic and general job satisfaction.

The MSQ has been in use for over 30 years in a wide range of jobs, including factory and production work, management, education (primary, secondary, college), health care (including nurses, physicians, and mental health workers), and sales. Several studies of nursing assistants in long term care facilities have used the MSQ (Friedman et al., 1999; Grieshaber et al., 1995; Waxman et al., 1984).

4.2.2 Procedure of Self-administered Questionnaire

4.2.2.1 Pilot Study of Self-administered Questionnaire

A pilot study was administered to establish the feasibility of the instruments. It is a small version of a full-scale study as well as the specific pre-testing of a particular research instrument (van Teijlingen et al., 2001). It aimed to check whether the survey can be administered and provide accurate data. Hence, a pilot study should answer the following questions (Cargan, 2007):

- Are there enough directions for those who conduct the survey to administer it, collect it, code it and report it?
- Are the procedures standardised?
- Is the necessary information being provided?
- Are the questions being asked appropriately for the people being survey?
- Is the information being obtained consistent?

In order to answer those questions, a pilot study was conducted under the actual conditions of the survey in the period of 23rd April to 9th May 2010. The sample was similar to the sample selected for the survey. A total of 9 respondents took part in the pilot study. 4 of them were NETs who attended the Primary NET professional development workshop which was organised by the NET Section of the EDB. The

written survey was given to them at the beginning of the workshop. They completed it during the break and were asked to complete and return it at the end of the workshop. Another 5 people (1 was a current NET, 2 were former NETs, 1 was a former NET and currently an Advisory Teacher, and 1 was a teacher) were invited to test the online version of the survey. The respondents were asked for feedback in terms of the clarity and the format of the questions as well as in terms of content and completeness of the question. They spent about 20 minutes to complete the survey. Generally speaking, the respondents gave positive feedback about the layout, the format, the clarity as well as in respect to the completeness of the included factors. The suggestions they provided were mainly on the length of the survey, as people may refuse to answer the lengthy questionnaire, a minor change of the cover letter, and some grammatical re-phrasing on the items to make it more precise. For instance, in Part 4 item 6 was reworded from “Explanation is clear of what has to be done” to “I have been given a clear explanation of what I have to be done. The word “assignment” in Part 4 was re-phrased into “task”. In Part 5 and Part 6, “host national” was re-phrased into “local”, like “the host national language” into “the local language”, “the host national culture” into “local culture”.

4.2.2.2 Sampling of Self-administered Questionnaire

Purposive sampling was used to conduct the study. Purposive sampling refers to a technique where the researcher chooses subjects who are relevant to the research topic (Hall, 2008). The population of the study was the NETs who are currently deployed under the Primary NET Scheme. Therefore, all 483 NETs who worked in 477 primary schools were invited for the survey. The details of all 477 primary schools was found through the official website of Committee on Home-School Co-operation. The information includes school names, school addresses, school phone numbers, school fax numbers, school email addresses, school websites, names of the NET (if any), and the NET contact email addresses (if any). Several different ways were used to contact the NETs for the study:

- A personal invitation was made to the participants of the Primary NET professional development workshop organised by the NET Section of the EDB (23rd April 2010).
- An invitation email with a link of the online survey was sent to the NETs through two Advisory teachers to their NETs (28th April 2010).
- An invitation email with a link of the online survey was sent to the NETs through the Native-speaking English Teacher Association (NESTA) (23rd May 2010).

- A message with a link of the online survey was posted on the facebook page “Hong Kong NET Teacher” to invite their group members to take part in the study (22nd - 30th May 2010).
- An invitation email with a link of the online survey was sent to the NETs’ personal email addresses which were found in their school websites (22nd - 27th May 2010).
- Mail with a cover letter, a written questionnaire and a self-addressed envelope was sent to the NETs through the school address (29th May - 4th June 2010).

A cover letter was attached to explain the background of the study and to give the standardised instruction of completing the survey. Both the printed and the online version of the survey were made available for the NETs to choose from. Each school was given a unique school code in order to avoid duplicate responses from the same NET. It also provided information on whether a NET from one school has replied or not. If the NET has not replied, then he or she could be contacted in different ways. The NETs who agreed to complete the survey were told that the survey was kept completely anonymous to protect the identities of the respondents and to keep the schools involved confidential. The data collection period ended in mid-July 2010 when the summer holiday started.

4.2.3 Analysis of Self-administered Questionnaire

Appropriate descriptive statistical techniques were applied to the results of the study. The analysis included frequencies, percentages, ranks, means and standard deviations. A multiple regression analysis was used to examine the relationship between NETs’ cross-cultural adjustment, stress and job satisfaction. A multiple regression analysis is a statistical tool that allows the researcher to examine how multiple independent variables are related to a dependent variable. It is also a statistical technique that allows us to predict someone’s score on one variable on the basis of their scores on several other variables (McDonald, 2009). The software SPSS was used for the analysis.

4.2.4 Limitations of Self-administered Questionnaire

Researchers typically define goals and terminology for respondents, asking them to indicate on a Likert-type scale their agreement with the items related to the variables. Because surveys allow the researcher to provide the wording for the

respondents, and they do not allow the researcher to follow up on participant responses with additional questions, it is possible that respondents vary in their interpretation of the items. Even when respondents appear to interpret the survey items as the researcher intended, they may differ in their reasons for endorsing particular items, and these differences are not easily detected using survey methods (Urdan & Mestas, 2006).

Using a self-administered questionnaire in this study has a number of limitations. First of all, the most important disadvantage of self-administered questionnaires is that the response rate tends to be low, especially when the questionnaire is long or is complicated, the subject matter is either not interesting to the respondent or is perceived as being of a sensitive nature (Eiselen et al., 2005). The self-administered questionnaire for this study consisted of six different scales and demographic information. The lengthy questionnaire may discourage the respondent's from completing it which in turn results in a low response rate. Furthermore, the long questionnaire may have fatigued the respondents, affecting their willingness to think thoroughly while answering. Another disadvantage is that the researcher does not have control over who fills in the questionnaire even though it may be addressed or delivered to the intended participant. The other problem of self-administered questionnaires is that the respondents may respond with socially acceptable values instead of their true feelings.

Specifically, some technical problems of the data collection in the study were found. First of all, even though face-to-face contact with the NETs could be made in the professional development workshop which could probably increase the response rate, the NETs were too busy to fill out the survey as well as to complete the tasks required by the workshop. Although some of them would take the survey home and said that they would return it when completed, there was no way to monitor their completion so the return rate would be low. Moreover, sending an invitation email to different organisations was not a promising way of data collection as the process was indirect and impersonal. It was easy for the NETs to ignore the email. Furthermore, sending an invitation letter to the school was also an indirect way of data collection as every school has their own way of handling incoming mail. Even though some of the letters were addressed to the NET with their name on the envelope, some schools would still open the letter and would not pass it to the NET if the school considered the letter trash.

4.3 Semi-structured Interview

The qualitative research interview is defined as an interview, whose purpose is to gather descriptions of the life-world of the interviewee with respect to interpretation of the meaning of the described phenomena (Kvale, 1983). Qualitative methods, such as interviews, are believed to provide a 'deeper' understanding of social phenomena than would be obtained from purely quantitative methods, such as surveys. Interviews can be used to explore the views, experiences, beliefs and motivations of individual participants (Gill et al., 2008).

There are three fundamental types of research interviews: structured, semi-structured and unstructured. Semi-structured interviews were chosen for use in the study. Semi-structured interviews consist of several key questions that help to define the areas to be explored, but also allows the interviewer or interviewee to diverge in order to pursue an idea or responses in more detail. The flexibility of this approach allows for the discovery or elaboration of information that is important to participants but may not have previously been thought of as pertinent by the research team (Gill et al., 2008).

The benefit of using semi-structured interviews is to allow the interviews to be prepared as the questions can be prepared ahead of time. It also allows interviewees the freedom to express their views in their own terms. There is no significant time delay between question and answer. The interviewer and interviewee can directly react on what the other says or does so that the answer of the interviewee is more spontaneous, without an extended reflection (Opdenakker, 2006). Moreover, the open-ended nature of the question provides opportunities for the interviewer and interviewee to discuss some topics in more detail. If the interviewee has difficulty answering a question or provides only a brief response, the interviewer can use cues or prompts to encourage the interviewee to consider the question further (Fox, 2009). Furthermore, semi-structured interviews can be tape-recorded with the permission of the interviewee. Using a tape recorder has the advantage that the interview report is more accurate than writing out notes (Opdenakker, 2006).

4.3.1 Participants of Semi-structured Interview

In this study, the use of a semi-structured interviews aimed to identify factors contributing to NETs' personal experience with their job satisfaction and cross-cultural adjustment. The interviews were also used to explore the differences in job satisfaction

and cross-cultural adjustment between those NETs with high job satisfaction and those with low job satisfaction. Therefore, the semi-structured interviews aimed to choose a small but representative sample in order to reflect the different views of participants in a setting (Fox, 2009). At the end of the questionnaire, there was a question asking whether the respondent would agree to be a participant in a follow-up interview and asking for their contact details. A total of 52 out of 150 participants (34.6%) agreed to participate in a follow-up interview.

As to compare the NETs who have high job satisfaction with those who have low job satisfaction, the study aimed to choose 5 NETs with high job satisfaction and 5 NETs with low job satisfaction for the interviews. Therefore, all 52 respondents were ranked in accordance with their score on the general satisfaction scale in the survey. The invitation for an interview was then sent to the top five scorers and the five lowest scorers. However, some of the NETs were not able to be contacted or not available for the interview by the time they were invited. Then the next scorer were contacted until the target of 5 respondents of each group were met. In order to reassure the respondent of their confidentiality and anonymity, a code was used to represent their identity. For instance, H3Sa meant the third top scorer (3) in the high satisfaction group (H) with an abbreviation of her name (Sa). As a result, the high satisfaction group was formed by H3Sa, H5Se, H6Je, H7Na and H9Da. The low satisfaction group was formed by L1Cr, L5Ca, L7Ja, L9Ga and L10Sr.

4.3.2 Interview Guides of Semi-structured Interview

An interview guide is essential for conducting an in-depth interview. It can enable an interviewer to ensure that they cover important areas. (Fox, 2009). The first step in preparing the guide is to write down the research questions. It is important because it helps to make sure that the interview is always focused on the research questions and avoids getting side-tracked (Fox, 2009).

The use of the semi-structured interviews aimed to achieve objectives 3 and 4 mentioned in section 1.3 which were “to identify factors contributing to NETs’ personal experience on their job satisfaction and cross-cultural adjustment” and “to explore the differences in cross-cultural adjustment and job satisfaction between NETs who have high job satisfaction and those with low job satisfaction”. Since the interviews were the follow-up study of the survey, the focus of the interviews was around the factors included in the survey. Specifically, the areas covered in the interviews were mentioned in Figure 14 in Chapter 3. In addition to the respondent’s personal background, five

main areas were focused on in the interviews, including:

1. Job characteristics (skill variety, task identity, task significance, professional autonomy, feedback)
2. Job content (responsibility, workload, role ambiguity, role conflict, career advancement, feeling of accomplishment)
3. Work context (satisfaction with pay, satisfaction with supervisors, satisfaction with co-workers, relationships with co-workers, co-worker support, work environment)
4. Environmental-level (living in Hong Kong, dealing with local people)
5. Individual-level (personality traits)

As the nature of open-ended question in the semi-structured interviews, the idea of the three-phase qualitative interview suggested by Seidman (1998) were adopted as the basis for the guide. Instead of a list of set questions, a series of cues were drafted that were intended to facilitate interviewees about the subject, moving from background to specific reflections (Fox, 2009). *Focused life history* is the phase that the interviewer's task is to put respondents' experience in context, by asking them to provide as much information as possible about themselves, in relation to the topic of the study (Fox, 2009). For instance, descriptive questions such as the following were used:

"Tell me about your background before you joined the NET Scheme."

"I think that you have been teaching in different countries. Can you tell me about that?"

"What got you interested in joining the NET Scheme?"

The second phase of the interview is *the details of experience* (Seidman, 1998). In this phase, the emphasis is on the concrete details of the present experience of respondents in the research topic area, to re-construct their experiences. The following questions were used, for instance:

"What happens if the teacher doesn't co-plan with you?"

"So is there any way for you to give suggestions to improve the teaching?"

In the third phase, respondents are asked to *reflect on the meaning of their experience*. The interviewer attempts to elicit the meanings of the experiences for respondents. The non-directive questions can be use effectively (Seidman, 1998). For

instance:

“You mentioned that you are an island in the school, what do you feel about that?”

“It sounds like you have thought quite a bit about the unmotivated co-workers.”

“I wonder if you have even thought about your career advancement if you stay in the NET Scheme.”

Certainly, sometimes respondents jumped from phase one to two or three before planned. Some cues or probe questions were used to pull back the conversation on the focused areas.

“A moment ago you were telling me about your principal. Can you tell me more about it?”

4.3.3 Practical Arrangements for the Interview

A pilot study was done with a former NET. The interviews were conducted with each respondent individually. The interview period was from 30th May to 20th June 2011. All the interviews were audio recorded with the permission of the respondents. The length of the recording time for each interview ranged from one to three hours. All the interviews were conducted over a drink in a coffee shop in order to provide a relaxed and friendly environment and motivate the respondents to talk about their own cross-cultural experience and their job satisfaction.

4.3.4 Analysis of Interview Data

There are two main forms of qualitative data analysis: content analysis and grounded theory (Cohen et al., 2007). Content analysis is a process by which the “many words of texts are classified into much fewer categories” (Weber, 1990, p.15). The goal is to reduce the material in different ways (Flick, 1998, p.192). Categories are usually derived from theoretical constructs or areas of interest devised in advance of the analysis (pre-ordinate categorisation) (Cohen et al., 2007, p.475). Grounded theory is a general methodology for developing theory that is grounded in data systematically gathered and analysed (Strauss and Corbin, 1994, p.273).

The qualitative interview data in this study were to describe the NETs’ personal experience in cross-cultural adjustment and job satisfaction and to provide the

qualitative evidence to validate the survey results rather than to develop a theory. Therefore, content analysis were selected to analyse the interview data in the study. This form of qualitative data analysis were found to be used in various studies on cross-cultural adjustment (Li, 1999; Tahir and Ismail, 2007; Merilainen, 2008; Liao, 2010)

As suggested by Cohen et al. (2007), the interview data was analysed according to the following procedure (see Appendix C):

1. Transcribe the recordings.
2. Code all the transcripts in the margin (the coding was created following the determinants of NETs' job satisfaction and cross-cultural adjustment mentioned in Figure 14).
3. Tabulate all codes, key categories, and subcategories
4. Re-read all the codes. Break down the subcategories into more specific variables and re-organise the quotes.

The first stage of qualitative analysis is to examine the transcripts of all the interviews. It is important that all the tapes of the interviews are transcribed. Using transcripts means that the details have been picked up, including all of those points that might have been forgotten (Fox, 2009).

(I = interviewer, N = NET)

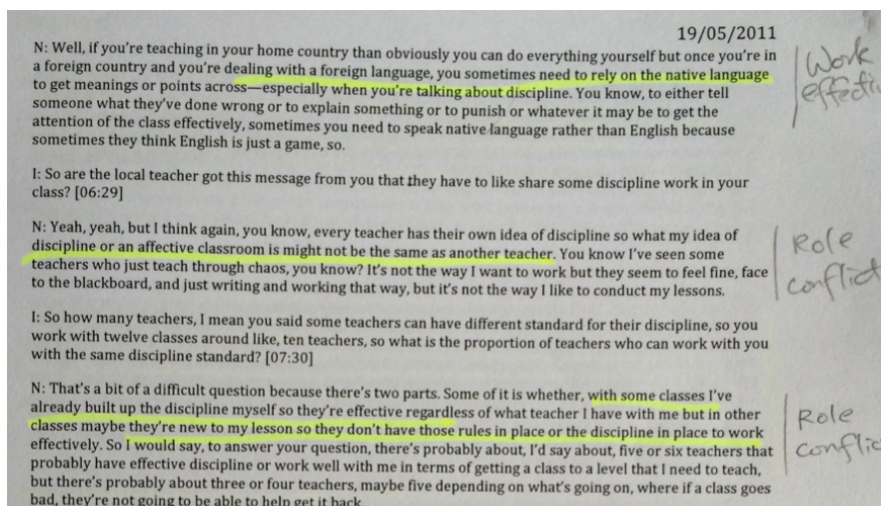
I: Okay so do you mind telling me a little bit background of your teaching experience before you join the NET scheme?

N: I guess I first started teaching after I graduate from university. I went to Japan for two years and taught English in a private company there and they had an extensive training scheme that I went through. After that I went back to Canada and I worked in Canada for about a year and then came back to Asia and worked in a training company and did kid's tutoring and training for companies for about two and a half years. And then I joined the NET scheme.

I: Okay, then can you tell me about your job—your current job right now? [01:12]

N: In terms of what? In terms of what I do or?

Once the tapes were transcribed, content analysis was carried out. The second stage of qualitative analysis is to code all the transcripts in the margin. A code in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of interview transcripts (Saldana, 2009, p.3). To codify is to arrange things in a systematic order, to make something part of a system or classification, to categorise (Saldana, 2009, p.8).



Content analysis is mainly focused on classifying data into categories and these categories are usually developed from predetermined theoretical constructs or research needs (Cohen et al., 2007). In stage two, when codes are applied and reapplied to qualitative data, it is a process called codifying, which permits data to be “segregated, grouped, regrouped and relinked in order to consolidate meaning and explanation (Grbich, 2007, p.21). As a result of that, the third stage of qualitative analysis is to tabulate all codes, key categories, and subcategories. In other words, the coding in stage two is thus a method that enables researchers to organise and group similarly coded data into categories or “families” because they share some characteristics (Saldana, 2009, p.8). Researchers use classification reasoning plus tacit and intuitive senses to determine which data ‘look alike’ and ‘feel alike’ when grouping them together (Lincoln and Guba, 1985, p.347).

Role Conflict

Items	Mean	L7 (Ja)	Page	Time	Notes
RC7. I have to do things that should be done differently.	3.34	4	p.2	0629	• every teacher has their own idea of discipline so what my idea of discipline or an affective classroom is might not be the same as another teacher. You know I've seen some teachers who just teach through chaos, you know? It's not the way I want to work but they seem to feel fine, face to the blackboard, and just writing and working that way, but it's not the way I like to conduct my lessons.
RC10. I work with two or more groups who operate quite differently.	3.34	7	p.1	0419	• When you're teaching twelve classes with a number of different teachers it becomes very difficult to have a regular set of rules or a standardized way to do things. I'm always having to adapt to other teachers rather than the teachers adapting to my lessons so, you know, some teachers have better discipline than others. Unfortunately sometimes I need to rely on the local teachers to do discipline because I can't always accomplish what I want to myself.

The final stage of qualitative analysis is to re-read all the codes, break down the subcategories into more specific variables and re-organise the quotes. Qualitative inquiry demands meticulous attention to language and deep reflection on the emergent patterns and meanings of human experience. Recoding can occur with a more attuned

perspective to review the data. As researchers code and recode, the codes and the categories will become more refined (Saldana, 2009, p.10).

Table 30.3 Comparison of NET's Job Content – Role Ambiguity

Items*	High Satisfaction Group	Low Satisfaction Group
RA5 I feel certain about how much authority I have on the job.	<p>+ H3Sa (scored 5 out of 7 in the scale. 7 means strongly agree.) + I have power over my sort of syllabus.</p> <p>+ H7Na (scored 5 out of 7 in the scale. 7 means strongly agree.) + You know what you can do and what you cannot do, and my boundaries.</p> <p>+ H9Da (scored 6 out of 7 in the scale. 7 means strongly agree.) + I have been given that power and in return, much is expected of me to use it the correct way. Number 1, not abuse it. And number 2, if you're given it, don't waste it and do nothing with it, use it.</p>	<p>- L5Ca (scored 1 out of 7 in the scale. 7 means strongly agree.) - I don't know where the line would be if I had to say, No.</p> <p>- L7Ja (scored 6 out of 7 in the scale. 7 means strongly agree.) - I'm a small potato at the school. I'm probably one of the most visible people but I don't have the power to really change anything, unless I have some backing from someone.</p> <p>- L10Sr (scored 2 out of 7 in the scale. 7 means strongly agree.) - I don't have any power. Knowledge is power and I have my knowledge. Most of the time I don't know what's going on. - I think it's hard for me to feel confident doing my job because I never know when the rug is going to be pulled under my feet. I never know if I'm going to come to a lesson and the local teacher is just not going to be there. - If the fire alarm is going to go off and I didn't know about it or a meeting is going to happen.</p>
RA6 I have been given a clear explanation of what I have to be done.		
OS15 Performing tasks not in job description	<p>+ H5Se (scored 1 out of 9 in the scale. 9 means very intense.) + In the mornings before teaching duty starts, we do a reading clinic for kids who are very weak in their reading and they need to be brought up levels. + I'm actually privileged compared to the other teachers because I don't have to do classroom teacher duty. I'm more on sort of equal status with the other teachers.</p>	<p>- L1Cr (scored 9 out of 9 in the scale. 9 means very intense.) - They weren't following the guidelines of the NET Scheme at all. From the start, there was no co-planning.</p> <p>- L7Ja (scored 3 out of 9 in the scale. 9 means very intense) - Being responsible for the English room, so decorating it and putting up posters. - I did something called "Writer's Reader" which was a grouping of some of the exemplary student's work that I put together in a book form. - Keeping like a reading record, like the reading passport. - I helped out with the English drama. - I did something during recess with the kids. - After school stuff, the speech festival training, lunch time reading, English Day planning.</p>

*RA5 and 6 = Item 5 and 6 in the Scale of Role Ambiguity, OS15 = Item 15 in the Scale of Organizational Stress

4.3.5 Limitations of Semi-structured Interview

Although the primary advantage of interviews is that they provide much more detailed information that is not available through other data collection methods, a few limitations of using semi-structured interview needed to be considered (Opdenakker, 2006). First of all, the content of the interviews depends on the skill of the interviewer, including the ability to think of questions during the interview and articulacy of respondent. In addition, the interviewer may give unconscious signals or cues that guide respondent to give answers expected by the interviewer. Moreover, the depth of qualitative information may be difficult to analyse and personal nature of interview may make findings difficult to generalise. The reliability and validity of the interviews were an important concern. Interviews may not be very reliable as it is difficult to exactly repeat a focused interview. Respondents may be asked different, non-standardised questions. The validity is a bit of a concern as the interviewer has no real way of knowing if the respondent is lying. The respondents may not consciously lie but may have imperfect recall. Furthermore, an interview can sometimes be a "second chance" to do something; having been given the time to reflect on something they did, the respondent tries to make sense of their behaviour by rationalising their actions. They are not consciously lying, but their explanation for their behaviour, with hindsight, may be very different from what they actually felt at the time.

CHAPTER 5

ANALYSIS OF THE SURVEY

This chapter presents the findings of the survey with the detailed statistical analysis. The relationship between cross-cultural adjustment, stress and job satisfaction among primary school NETs in Hong Kong is assessed. Six research questions are discussed in the chapter.

5.1 Demographic Factors

A total of 150 questionnaires (101 was the printed version and 49 was the online version) out of the 483 Primary school NETs who were currently working in the PNET Scheme at the time were received during the data collection period (May - July 2010). The response rate was 31.1%. Among 150 respondents, there were 62 males, 86 females and 2 unknown. All the raw data collected from the questionnaires were loaded into SPSS and sorted into different variables.

Table 10.1 shows the frequency, the means, and the standard deviations for the demographic factors used in this study. Over half of the respondents (60%) were between aged 20 and 40, a relatively few (16%) were between aged 41 and 50, and around a quarter of them (23.3%) were above aged 51. Although the respondents came from a wide range of countries, most of them were British, Australian, Canadian and American (21.3%, 20.7%, 18% and 10.7% respectively). About 62.7% of the respondents have been living in countries other than their home country on average of 7.9 years ($SD=5.35$) where about one-third of them (37 of 94 respondents) have been living in Asia. Regarding the teaching experience, the average years of teaching overseas was 9.53 ($SD=11.16$). About half of the respondents (50.7%) have been teaching in countries other than their home country. 51 of 76 respondents have been teaching in Asia. The average years of teaching in Hong Kong was 5.34 ($SD=3.30$) where the average years of teaching under the NET Scheme was 4.19 ($SD=2.45$). More than half (64%) of the respondents claimed that they have reached the novice

Table 10.1 Frequency, Mean and Standard Deviation of Demographic Variables

Variable	Frequency (n=150)	Percent (%)	Mean	S.D.
Gender				
Male	62	41.3	--	--
Female	86	57.3		
Unknown	2	1.3		
Age				
20-30	33	22.0	--	--
31-40	57	38.0		
41-50	24	16.0		
51 or above	35	23.3		
Unknown	1	0.7		
Nationality				
British	32	21.3	--	--
Australian	31	20.7		
Canadian	27	18.0		
American	16	10.7		
New Zealander	8	5.3		
South African	5	3.3		
Irish	3	2.0		
Malaysian	2	1.3		
Others	12	8.0		
Unknown	14	9.3		
Number of years and months living overseas			7.90	5.35
Living overseas and in some Asian countries*	57	38.0		
Living overseas but not in Asian countries	37	24.7		
Never lived overseas	56	37.3		
Number of years and months teaching overseas			9.53	11.16
Teaching overseas and in some Asian countries*	51	34.0		
Teaching overseas but not in Asian countries	25	16.7		
Never taught overseas	74	49.3		
Number of years and months teaching in Hong Kong	--	--	5.34	3.30
Number of years and months teaching under the NET Scheme	--	--	4.19	2.45

Table 10.1 Frequency, Mean and Standard Deviation of Demographic Variables (Continued)

Variable	Frequency (n=150)	Percent (%)	Mean	S.D.
General Chinese Language Proficiency				
None	51	34.0	--	--
Novice	69	46.0		
Intermediate	20	13.3		
Advanced	3	2.0		
Superior	4	2.7		
Unknown	3	2.0		
Education Background**				
A bachelor's degree in English, and A recognized teacher teaching qualification in primary education, and TEFL/TESL (Category 1)	22	14.7	--	--
A bachelor's degree in any subjects, and A recognized teacher teaching qualification in primary education, and TEFL/TESL (Category 2)	46	30.7		
A bachelor's degree in English or any subjects, and A recognized teacher teaching qualification in primary education or TEFL/TESL (Category 3)	63	42.0		
A recognized teacher teaching qualification in primary education, and TEFL/TESL (Category 4)	8	5.3		
A recognized teacher teaching qualification in primary education, or TEFL/TESL (Category 5)	9	6.0		
Unknown	2	1.3		
Higher Education				
Those who possess higher qualification than requested***	57	38.0	--	--
Those who possess the required qualification	93	62.0		

Note. * Asian countries include Brunei, China, India, Japan, Korea, Malaysia, Philippines, Singapore, Taiwan, Thailand

** Refer to Table 1 in Section 2.2.3 for the detail of the categories.

*** Those who possess the postgraduate degree in any subjects other than those listed in "Education Background".

level of general Chinese language proficiency. Regarding education background, around half of the respondents (53.3%) fell in the category 3, 4 and 5 in accordance with the EDB criteria (see Table 1 in section 2.2.3) which indicated that these NETs did not possess a university bachelor's degree in English and a recognised teacher training qualification in primary education. However, about 38% of the respondents possessed the postgraduate degree or higher qualification other than the qualification stated by the EDB.

To sum up, there were more female than male in the sample of this study. The respondents were mainly aged 20 to 40. They mostly came from the four English-speaking countries (the U.K., Australia, Canada, and the U.S.). Over half of the respondents have been living and teaching in countries other than their home countries. They have been working under the NET Scheme on average of 4 years. Their level of Chinese language proficiency was generally at the novice level. Although half of the respondents were not fully qualified as the NETs in accordance with the EDB criteria, they possessed the postgraduate degree or higher qualification.

5.2 Means and Standard Deviations of Variables

Table 10.2 shows the means and the standard deviations of the variables of the instruments used in this study. The mean score of culture novelty was 2.29 ($SD=.67$) which indicated that, to an extent, Hong Kong was similar to the NETs' home country. Regarding personality traits, the respondents scored relatively high on extraversion ($M=3.37$, $SD=.93$), agreeableness ($M=3.96$, $SD=.83$), conscientiousness ($M=3.92$, $SD=.87$) and openness ($M=3.68$, $SD=.86$) whereas they scored relatively low on neuroticism ($M=2.25$, $SD=.82$). The high mean scores of role ambiguity ($M=5.13$, $SD=1.36$) and the low mean scores of role conflict ($M=3.34$, $SD=1.46$) indicated a low level of role ambiguity and role conflict among the NETs. The high mean scores on all three facets of adjustment implied that the respondents have adjusted well to their work ($M=5.36$, $SD=1.53$), with host nationals ($M=4.69$, $SD=1.71$) and in general ($M=5.60$, $SD=1.16$). The respondents also got a low score on both cultural stress ($M=3.19$, $SD=1.43$) and organisational stress ($M=3.20$, $SD=1.85$), which indicated a low level of stress. The mean score of intrinsic satisfaction was 3.61 ($SD=.96$). The mean score of extrinsic satisfaction was 3.07 ($SD=1.01$) whereas the mean score of general satisfaction was 3.63 ($SD=1.05$). The mean scores suggested that the NETs were satisfied with their jobs.

In short, the personality traits of the NETs are generally high on extraversion, agreeableness, conscientiousness, openness and low on neuroticism. The level of culture novelty, role ambiguity and role conflict were relatively low among the NETs. They generally adjusted well to their work and their life in Hong Kong. Their level of cultural and organisational stress was relatively low. The NETs basically were satisfied with their jobs.

Table 10.2 Mean and Standard Deviation of Variables

Variable (n=150)	Mean	S.D.	Minimum	Maximum
Culture novelty	2.29	.67	.00	4.50
Personality				
Extraversion	3.37	.93	.00	5.00
Agreeableness	3.96	.83	.00	5.00
Conscientiousness	3.92	.87	.00	5.00
Neuroticism	2.25	.82	.00	4.25
Openness	3.68	.86	.00	5.00
Role				
Role ambiguity	5.13	1.36	1.00	6.50
Role conflict	3.34	1.46	1.00	7.00
Cross-cultural adjustment				
Work adjustment	5.36	1.53	.00	7.00
Interaction adjustment	4.69	1.71	.00	7.00
General adjustment	5.60	1.16	.00	7.00
Stress				
Cultural stress	3.19	1.43	.83	7.33
Organizational stress	3.20	1.85	.00	8.43
Job satisfaction				
Intrinsic satisfaction	3.61	.96	.00	5.00
Extrinsic satisfaction	3.07	1.01	.00	5.00
General satisfaction	3.63	1.05	.00	5.00

Note.

The mean score of culture novelty reflects knowledge according to the Culture Novelty Questionnaire, which ranges from 1 (different) to 5 (similar).

The mean score of personality reflects knowledge according to the Big Five Inventory, which ranges from 1 (strongly disagree) to 5 (strongly agree).

The mean score of role reflects knowledge according to the Role Questionnaire, which ranges from 1 (strongly disagree) to 5 (strongly agree).

The mean score of cross-cultural adjustment reflects knowledge according to the Expatriate Adjustment Questionnaire, which ranges from 1 (not adjusted at all) to 7 (very well adjusted).

The mean score of stress reflects knowledge according to the Expatriate Stress Inventory, which ranges from 1 (not at all) to 9 (very intense).

The mean score of job satisfaction reflects knowledge according to the Minnesota Satisfaction Questionnaire, which ranges from 1 (not satisfied) to 5 (extremely satisfied).

5.3 Ranking of the Items of Variables

Table 10.3 shows the frequency, the percentage, the means and the standard deviations of all variables of the instruments used in the study. The detailed distribution of the scale of each measure is discussed in the following sections.

Table 10.3 Frequency, Percentage, Mean and Standard Deviation of Variables

Variable	Frequency (n=150)	Percent (%)	Mean	S.D.
<i>Culture Novelty</i>			2.29	.67
5 (Similar)	2	1.3		
4	2	1.3		
3	25	16.7		
2	77	51.3		
1 (Different)	46	30.7		
Unknown	1	6.7		
<i>Role Ambiguity</i>			5.13	1.36
7 (Strongly agree)	12	8.0		
6	41	27.3		
5	39	26.0		
4 (Neutral)	33	22.0		
3	13	8.7		
2	8	5.3		
1 (Strongly disagree)	4	2.7		
Unknown	0	0.0		
<i>Role Conflict</i>			3.34	1.46
7 (Strongly agree)	1	0.7		
6	5	3.3		
5	16	10.7		
4 (Neutral)	32	21.3		
3	27	18.0		
2	37	24.7		
1 (Strongly disagree)	32	21.3		
Unknown	0	0.0		
<i>Work adjustment</i>			5.36	1.53
7 (Very well-adjusted)	31	20.7		
6	39	26.0		
5	37	24.7		
4 (Neutral)	22	14.7		
3	11	7.3		
2	5	3.3		
1 (Not adjusted at all)	2	1.3		
Unknown	3	2.0		
<i>Interaction adjustment</i>			4.69	1.71
7 (Very well-adjusted)	18	12.0		
6	26	17.3		
5	33	22.0		
4 (Neutral)	28	18.7		
3	21	14.0		
2	13	8.7		
1 (Not adjusted at all)	9	6.0		
Unknown	2	1.3		

Table 10.3 Frequency, Percentage, Mean and Standard Deviation of Variables (Continued)

Variable	Frequency (n=150)	Percent (%)	Mean	S.D.
General adjustment			5.60	1.16
7 (Very well-adjusted)	14	9.3		
6	56	37.3		
5	41	27.3		
4 (Neutral)	30	20.0		
3	7	4.7		
2	0	0.0		
1 (Not adjusted at all)	0	0.0		
Unknown	2	1.3		
Cultural Stress			3.19	1.43
9 (Very intense)	0	0.0		
8	0	0.0		
7	2	1.3		
6	3	2.0		
5 (Neutral)	16	10.7		
4	19	12.7		
3	38	25.3		
2	43	28.7		
1 (Not at all)	28	18.7		
Unknown	1	0.7		
Organizational Stress			3.20	1.85
9 (Very intense)	0	0.0		
8	3	2.0		
7	2	1.3		
6	9	6.0		
5 (Neutral)	17	11.3		
4	17	11.3		
3	21	14.0		
2	35	23.3		
1 (Not at all)	45	30.0		
Unknown	1	0.7		
Intrinsic Satisfaction			3.61	0.96
5 (Extremely satisfied)	5	3.3		
4	59	39.3		
3 (Neutral)	55	36.7		
2	23	15.3		
1 (Not satisfied)	5	3.3		
Unknown	3	2.0		
Extrinsic Satisfaction			3.07	1.01
5 (Extremely satisfied)	3	2.0		
4	30	20.0		
3 (Neutral)	58	38.7		
2	37	24.7		
1 (Not satisfied)	19	12.7		
Unknown	3	2.0		
General Satisfaction			3.66	1.01
5 (Extremely satisfied)	20	13.3		
4	66	44.0		
3 (Neutral)	41	27.3		
2	17	11.3		
1 (Not satisfied)	3	2.0		
Unknown	3	2.0		

Note.

The results of culture novelty were found through the data collected from the Culture Novelty Questionnaire and analyzed by using SPSS.

The results of role were found through data collected from the Role Questionnaire and analyzed by using SPSS.

The results of cross-cultural adjustment (work, interaction and general) were found through the data collected from the Expatriate Adjustment Questionnaire and analyzed by using SPSS.

The results of stress (cultural and organizational) were found through the data collected from the Expatriate Stress Inventory and analyzed by using SPSS.

The results of job satisfaction (intrinsic, extrinsic and general) were found through the data collected from the Minnesota Satisfaction Questionnaire and analyzed by using SPSS.

5.3.1 Culture Novelty

Table 10.3 shows the frequency, the percentage, the means and the standard deviations of culture novelty. The mean score of culture novelty was 2.29 ($SD=.67$) on a scale of 1 to 5, 1 refers to a large difference from the respondent's home country whereas 5 refers to a similarity between their home and the host country. 82% of the respondents reported that Hong Kong was different from their home country whereas 2.6% thought that Hong Kong was similar to their home country. Among 8 items on the scale of culture novelty in Table 11.1 and 11.2, climate (84.7%) ranked the top as the most perceived difference between Hong Kong and their home country. Five other items were rated by over 50% of the respondents as having perceived differences in culture novelty, which included general housing conditions (80.7%), transportation systems used in the country (66.7%), general living conditions (62.0%), general living costs (55.4%) and using health care facilities (50.7%). "Everyday customs that must be followed" (44.6%) was rated as the least different from their home country.

In general, the majority of the NETs reported that Hong Kong was different from their home country in terms of the climate, the housing conditions, the transportation systems, the living conditions, the living costs and the health care facilities.

5.3.2 Role Ambiguity

Table 10.3 shows the frequency, the percentage, the means and the standard deviations of role ambiguity. The mean score of role ambiguity was 5.13 ($SD=1.36$) on a scale of 1 to 7. A score of 1 refers to an unclear role expectation whereas 7 refers to a very clear role expectation. 61.3% of the respondents were clear on their role expectations whereas 16.7% were unclear on their role expectations. Among 6 items on the scale of role ambiguity shown in Table 12.1 and 12.2, about 20% of the respondents agreed that the top three items of confusion at work were "I have been given a clear explanation of what I have to be done" (24.0%), "I feel certain about how much authority I have on the job" (22.7%) and "I know exactly what is expected of me" (19.4%).

In other words, over half of the NETs clearly knew what their role and responsibilities are. A minority of them felt uncertain about the task requirements, their authority on the job and their role expectations.

Table 11.1 Frequency, Percentage, Mean and Standard Deviation of Culture Novelty

Variable	Frequency (n=150)										Mean	S.D.	
	5		4		3		2		1				0
	(similar)				(neutral)				(different)				
	n	%	n	%	n	%	n	%	n	%	n	%	
Everyday customs that must be followed	6	4.0	17	11.3	59	39.3	50	33.3	17	11.3	1	.7	.988
General living conditions	5	3.3	15	10.0	36	24.0	49	32.7	44	29.3	1	.7	2.23
Using health care facilities	13	8.7	27	18.0	33	22.0	52	34.7	24	16.0	1	.7	2.67
Transportation systems used in the country	7	4.7	15	10.0	27	18.0	36	24.0	64	42.7	1	.7	2.08
General living costs	8	5.3	23	15.3	35	23.3	58	38.7	25	16.7	1	.7	2.52
Available quality and types of foods	14	9.3	25	16.7	41	27.3	45	30.0	24	16.0	1	.7	2.71
Climate	8	5.3	4	2.7	10	6.7	39	26.0	88	58.7	1	.7	1.68
General housing conditions	4	2.7	9	6.0	15	10.0	46	30.7	75	50.0	1	.7	1.79
													1.034

Note. The variables listed in the table are the items in the Culture Novelty Questionnaire. The data was collected through the survey and analyzed by using SPSS.

Table 11.2 Top Perceived Differences in Culture Novelty (Rank by Frequency and Percentage)

Ranking	Variable	Frequency (n=150)								Mean	S.D.
		5 and 4 (similar)		3 (neutral)		2 and 1 (different)		0 (unknown)			
		n	%	n	%	n	%	n	%		
1	Climate	12	8.0	10	6.7	127	84.7	1	.7	1.68	1.083
2	General housing conditions	13	8.7	15	10.0	121	80.7	1	.7	1.79	1.034
3	Transportation systems used in the country	22	14.7	27	18.0	100	66.7	1	.7	2.08	1.207
4	General living conditions	20	13.3	36	24.0	93	62.0	1	.7	2.23	1.102
5	General living costs	31	20.6	35	23.3	83	55.4	1	.7	2.52	1.122
6	Using health care facilities	40	26.7	33	22.0	76	50.7	1	.7	2.67	1.213
7	Available quality and types of foods	39	26.0	41	27.3	69	46.0	1	.7	2.71	1.211
8	Everyday customs that must be followed	23	15.3	59	39.3	67	44.6	1	.7	2.61	.988

Note. The variables listed in the table are the items in the Culture Novelty Questionnaire. The data was collected through the survey and analyzed by using SPSS.

Table 12.1 Frequency, Percentage, Mean and Standard Deviation of Role Ambiguity

Variable	Frequency (n=150)														Mean	S.D.		
	7 (strongly agree)		6		5		4 (neutral)		3		2		1 (strongly disagree)				0 (Unknown)	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%			n	%
I have clear, planned goals and objectives for my job.	30	20.0	45	30.0	40	26.7	14	9.3	11	7.3	6	4.0	4	2.7	--	--	5.23	1.495
I know that I have divided my time properly.	27	18.0	57	38.0	29	19.3	19	12.7	12	8.0	4	2.7	2	1.3	--	--	5.32	1.382
I know what my responsibilities are.	56	37.3	43	28.7	25	16.7	14	9.3	6	4.0	3	2.0	3	2.0	--	--	5.72	1.424
I know exactly what is expected of me.	34	22.7	44	29.3	19	12.7	24	16.0	15	10.0	7	4.7	7	4.7	--	--	5.06	1.715
I feel certain about how much authority I have on the job.	35	23.3	42	28.0	22	14.7	17	11.3	13	8.7	14	9.3	7	4.7	--	--	4.99	1.812
I have been given a clear explanation of what I have to be done.	21	14.0	33	22.0	24	16.0	33	22.0	11	7.3	16	10.7	9	6.0	3	2.0	4.47	1.860

Note. The variables listed in the table are the items in the Role Questionnaire. The data was collected through the survey and analyzed by using SPSS.

Table 12.2 Top Items of Confusion at Work – Role Ambiguity (Rank by Frequency and Percentage)

Ranking	Variable	Frequency (n=150)								Mean	S.D.
		7 to 5 (strongly agree)		4 (neutral)		3 to 1 (strongly disagree)		0 (unknown)			
		n	%	n	%	n	%	n	%		
1	I have been given a clear explanation of what I have to be done.	78	52.0	33	22.0	36	24.0	3	2.0	4.47	1.860
2	I feel certain about how much authority I have on the job.	99	66.0	17	11.3	34	22.7	--	--	4.99	1.812
3	I know exactly what is expected of me.	97	64.7	24	16.0	29	19.4	--	--	5.06	1.715
4	I have clear, planned goals and objectives for my job.	115	76.7	14	9.3	21	14.0	--	--	5.23	1.495
5	I know that I have divided my time properly.	113	75.3	19	12.7	18	12.0	--	--	5.32	1.382
6	I know what my responsibilities are.	124	82.7	14	9.3	12	8.0	--	--	5.72	1.424

Note. The variables listed in the table are the items in the Role Questionnaire. The data was collected through the survey and analyzed by using SPSS.

5.3.3 Role Conflict

Table 10.3 shows the frequency, the percentage, the means and the standard deviations of role conflict. The mean score of role conflict was 3.34 ($SD=1.46$) on a scale of 1 to 7. A score of 1 refers to a minor role conflict at work whereas 7 refers to a strong role conflict at work. 64% of the respondents had job requirements that met their expectations whereas 14.7% of them experienced role conflict at work.

Among 8 items on the scale of role conflict shown in Table 13.1 and 13.2, over 20% of the respondents reported that they experienced a certain extent of role conflict at work on all items of the measure. 50% of them agreed that “I work with two or more groups who operate quite differently” was the top role conflict at work. 48.7% of them agreed that “I have to do things that should be done differently”. About 30% of them agreed that “I work on unnecessary things”(30.7%) and “I do things that are apt to be accepted by one person and not by others” (30.0%) were the next two role conflicts at work. Over 20% of the respondents also reported that “I receive incompatible requests from multiple people” (28.1%), “I receive a task without the manpower to complete it” (24.7%), “I have a task without the manpower to carry it out” (22.6%) and “I receive a task without adequate resources and materials to execute it” (22.1%) were the items they have experienced role conflict at work.

Generally speaking, over half of the NETs did not experience much role conflict at work. However, more than one-third of them had to work with multiple people who have incompatible requests and operate differently. Some of them had to complete a task without adequate resources and manpower.

5.3.4 Work Adjustment

Table 10.3 shows the frequency, the percentage, the means and the standard deviations of work adjustment. The mean score of work adjustment was 5.36 ($SD=1.46$) on a scale of 1 to 7. A score of 1 refers to not being adjusted to work at all whereas 7 refers to being very well adjusted to work. 71.4% of the respondents were well adjusted at work whereas 11.9% were not adjusted. Among 3 items on the scale of work adjustment shown in Table 14.1 and 14.2, less than 10% of the respondents reported that they were not adjusted to their “supervisory responsibilities” (9.3%), “specific job responsibilities” (8.7%) and “performance standards and expectations” (8.7%). In other words, most of the NETs were able to adjust at work.

Table 13.1 Frequency, Percentage, Mean and Standard Deviation of Role Conflict

Variable	Frequency (n=150)												Mean	S.D.				
	7 (strongly agree)		6		5		4 (neutral)		3		2				1 (strongly disagree)		0 (Unknown)	
	n	%	n	%	n	%	n	%	n	%	n	%			n	%	n	%
I have to do things that should be done differently.	25	16.7	21	14.0	27	18.0	20	13.3	13	8.7	19	12.7	19	12.7	6	4.0	4.08	2.154
I receive a task without the manpower to complete it.	6	4.0	13	8.7	18	12.0	22	14.7	18	12.0	38	25.3	35	23.3	--	--	3.09	1.802
I have a task without the manpower to carry it out.	6	4.0	11	7.3	17	11.3	20	13.3	19	12.7	36	24.0	39	26.0	2	1.3	2.94	1.818
I work with two or more groups who operate quite differently.	36	24.0	23	15.3	16	10.7	15	10.0	15	10.0	23	15.3	22	14.7	--	--	4.29	2.205
I receive incompatible requests from multiple people.	10	6.7	13	8.7	19	12.7	8	5.3	13	8.7	38	25.3	48	32.0	1	.7	2.92	2.005
I do things that are apt to be accepted by one person and not by others.	12	8.0	14	9.3	19	12.7	18	12.0	15	10.0	32	21.3	37	24.7	3	2.0	3.21	2.028
I receive a task without adequate resources and materials to execute it.	10	6.7	10	6.7	13	8.7	16	10.7	17	11.3	39	26.0	45	30.0	--	--	2.89	1.895
I work on unnecessary things.	13	8.7	17	11.3	16	10.7	17	11.3	20	13.3	30	20.0	37	24.7	--	--	3.32	2.014

Note. The variables listed in the table are the items in the Role Questionnaire. The data was collected through the survey and analyzed by using SPSS.

Table 13.2 Top Items of Role Conflict at Work (Rank by Frequency and Percentage)

Ranking	Variable	Frequency (n=150)								Mean	S.D.
		7 to 5 (strongly agree)		4 (neutral)		3 to 1 (strongly disagree)		0 (unknown)			
		n	%	n	%	n	%	n	%		
1	I work with two or more groups who operate quite differently.	75	50.0	15	10.0	60	40.0	--	--	4.29	2.205
2	I have to do things that should be done differently.	73	48.7	20	13.3	51	34.1	6	4.0	4.08	2.154
3	I work on unnecessary things.	46	30.7	17	11.3	87	58.0	--	--	3.32	2.014
4	I do things that are apt to be accepted by one person and not by others.	45	30.0	18	12.0	84	56.0	3	2.0	3.21	2.028
5	I receive incompatible requests from multiple people.	42	28.1	8	5.3	99	66.0	1	.7	2.92	2.005
6	I receive a task without the manpower to complete it.	37	24.7	22	14.7	91	60.6	--	--	3.09	1.802
7	I have a task without the manpower to carry it out.	34	22.6	20	13.3	94	62.7	2	1.3	2.94	1.818
8	I receive a task without adequate resources and materials to execute it.	33	22.1	16	10.7	101	67.3	--	--	2.89	1.895

Note. The variables listed in the table are the items in the Role Questionnaire. The data was collected through the survey and analyzed by using SPSS.

Table 14.1 Frequency, Percentage, Mean and Standard Deviation of Work Adjustment

Variable	Frequency (n=150)												Mean	S.D.				
	7		6		5		4		3		2				1		0	
	(very well adjusted)						(neutral)								(not adjusted at all)		(Unknown)	
	n	%	n	%	n	%	n	%	n	%	n	%			n	%	n	%
Specific job responsibilities	52	34.7	41	27.3	27	18.0	14	9.3	7	4.7	5	3.3	1	.7	3	2.0	5.55	1.599
	48	32.0	41	27.3	27	18.0	18	12.0	6	4.0	4	2.7	3	2.0	3	2.0	5.45	1.645
Performance standards and expectations	36	24.0	42	28.0	30	20.0	19	12.7	6	4.0	3	2.0	5	3.3	9	6.0	5.06	1.939

Note. The variables listed in the table are the items in the Expatriate Adjustment Questionnaire. The data was collected through the survey and analyzed by using SPSS.

Table 14.2 Top Items of Work Maladjustment (Rank by Frequency and Percentage)

Ranking	Variable	Frequency (n=150)								Mean	S.D.
		7 to 5 (very well adjusted)		4 (neutral)		3 to 1 (not adjusted at all)		0 (unknown)			
		n	%	n	%	n	%	n	%		
1	Supervisory responsibilities	108	72.0	19	12.7	14	9.3	9	6.0	5.06	1.939
2	Specific job responsibilities	120	80.0	14	9.3	13	8.7	3	2.0	5.55	1.599
2	Performance standards and expectations	116	77.3	18	12.0	13	8.7	3	2.0	5.45	1.645

Note. The variables listed in the table are the items in the Expatriate Adjustment Questionnaire. The data was collected through the survey and analyzed by using SPSS.

5.3.5 Interaction Adjustment

Table 10.3 shows the frequency, the percentage, the means and the standard deviations of interaction adjustment. The mean score of work adjustment was 4.69 ($SD=1.71$) on a scale of 1 to 7. A score of 1 refers to not having adjusted to interacting with locals at all whereas 7 refers to being very well adjusted to interacting with locals. 51.3% of the respondents were well adjusted in interacting with locals whereas 28.7% were not adjusted. Among 4 items on the scale of interaction adjustment shown in Table 15.1 and 15.2, nearly 30% of the respondents reported that “speaking to locals” (29.3%) was the top item of interaction maladjustment, followed by “interacting with locals outside of work” (28.7%) and “socialising with locals” (24.7%). In short, half of the NETs were able to interact with locals while one-third of them found difficulty in speaking to or socialising with locals.

5.3.6 General Adjustment

Table 10.3 shows the frequency, the percentage, the means and the standard deviations of general adjustment. The mean score of general adjustment was 5.60 ($SD=1.16$) on a scale of 1 to 7. A score of 1 refers to not being adjusted to the host country in general whereas 7 refers to being very well adjusted to the host country. 73.9% of the respondents were well adjusted to the host country in general whereas 4.7% were not adjusted. Among 7 items on the scale of general adjustment shown in Table 16.1 and 16.2, over 10% of the respondents reported that “health care facilities” (14.7%), “food” (10.6%) and “housing conditions” (10.0%) were the top three items of general maladjustment. In general, most of the NETs were well adjusted to live in Hong Kong.

5.3.7 Cultural Stress

Table 10.3 shows the frequency, the percentage, the means and the standard deviations of cultural stressor. The mean score of cultural stress was 3.19 ($SD=1.43$) on a scale of 1 to 9. A score of 1 refers to regarding the host culture as not stressful at all whereas 9 refers to regarding the host culture as very stressful. 85.4% felt a manageable level of stress in the cultural aspect whereas 3.3% of the respondents felt stressful in this aspect. Among 12 items on the scale of cultural stress shown in Table 17.1 and 17.2, 32% of the respondents reported that “poor motivated co-workers” was the top cultural stressor. Over 20% of them rated similarly on “lack of ability to speak

the local language” (23.4%), “communicating and relating with locals” (23.3%), “living conditions” (23.3) and “work effectively in the host country” (23.3%).

Generally speaking, the majority of the NETs did not feel stressful in the cultural aspect. However, some of them felt stressful dealing with poorly motivated co-workers, language barrier, communicating with locals, living and working in Hong Kong.

Table 15.1 Frequency, Percentage, Mean and Standard Deviation of Interaction Adjustment

Variable	Frequency (n=150)												Mean	S.D.				
	7 (very well adjusted)	6		5		4 (neutral)		3		2		1 (not adjusted at all)			0 (Unknown)			
		n	%	n	%	n	%	n	%	n	%	n				%		
Socializing with locals	24	16.0	34	22.7	28	18.7	24	16.0	15	10.0	15	10.0	7	4.7	3	2.0	4.60	1.854
Interacting with locals on a day-to-day basis	39	26.0	39	26.0	29	19.3	14	9.3	12	8.0	9	6.0	6	4.0	2	1.3	5.12	1.798
Interacting with locals outside of work	32	21.3	26	17.3	28	18.7	19	12.7	15	10.0	15	10.0	13	8.7	2	1.3	4.56	2.002
Speaking with locals	28	18.7	26	17.3	24	16.0	26	17.3	17	11.3	16	10.7	11	7.3	2	1.3	4.47	1.938

Note. The variables listed in the table are the items in the Expatriate Adjustment Questionnaire. The data was collected through the survey and analyzed by using SPSS.

Note. The variables listed in the table are the items in the Expatriate Adjustment Questionnaire. The data was collected through the survey and analyzed by using SPSS.

Table 15.2 Top Items of Interaction Maladjustment (Rank by Frequency and Percentage)

Ranking	Variable	Frequency (n=150)								Mean	S.D.
		7 to 5 (very well adjusted)		4 (neutral)		3 to 1 (not adjusted at all)		0 (unknown)			
		n	%	n	%	n	%	n	%		
1	Speaking with locals	78	52.0	26	17.3	44	29.3	2	1.3	4.47	1.938
2	Interacting with locals outside of work	86	57.4	19	12.7	43	28.7	2	1.3	4.56	2.002
3	Socializing with locals	86	57.4	24	16.0	37	24.7	3	2.0	4.60	1.854
4	Interacting with locals on a day-to-day basis	107	71.3	14	9.3	27	18.0	2	1.3	5.12	1.798

Note. The variables listed in the table are the items in the Expatriate Adjustment Questionnaire. The data was collected through the survey and analyzed by using SPSS.

Table 16.1 Frequency, Percentage, Mean and Standard Deviation of General Adjustment

Variable	Frequency (n=150)												Mean	S.D.				
	7 (very well adjusted)	6		5		4 (neutral)		3		2		1 (not adjusted at all)			0 (Unknown)			
		n	%	n	%	n	%	n	%	n	%	n			%	n	%	
Living conditions in general	57	38.0	40	26.7	28	18.7	10	6.7	6	4.0	6	4.0	1	.7	2	1.3	5.67	1.544
Housing conditions	45	30.0	46	30.7	30	20.0	12	8.0	6	4.0	6	4.0	3	2.0	2	1.3	5.48	1.596
Food	66	44.0	37	24.7	21	14.0	8	5.3	8	5.3	5	3.3	3	2.0	2	1.3	5.72	1.651
Shopping	71	47.3	46	30.7	20	13.3	7	4.7	3	2.0	1	.7	--	--	2	1.3	6.08	1.251
Cost of living	43	28.7	47	31.3	32	21.3	15	10.0	11	7.3	--	--	--	--	2	1.3	5.57	1.368
Entertainment / recreation facilities and opportunities	54	36.0	40	26.7	28	18.7	11	7.3	12	8.0	2	1.3	--	--	3	2.0	5.61	1.536
Health care facilities	41	27.3	30	20.0	26	17.3	27	18.0	12	8.0	6	4.0	4	2.7	4	2.7	5.05	1.807

Note. The variables listed in the table are the items in the Expatriate Adjustment Questionnaire. The data was collected through the survey and analyzed by using SPSS.

Table 16.2 Top Items of General Maladjustment (Rank by Frequency and Percentage)

Ranking	Variable	Frequency (n=150)						Mean	S.D.		
		7 to 5 (very well adjusted)		4 (neutral)		3 to 1 (not adjusted at all)				0 (unknown)	
		n	%	n	%	n	%				
1	Health care facilities	97	64.6	27	18.0	22	14.7	4	2.7	5.05	1.807
2	Food	124	82.7	8	5.3	16	10.6	2	1.3	5.72	1.651
3	Housing conditions	121	80.7	12	8.0	15	10.0	2	1.3	5.48	1.596
4	Entertainment / recreation facilities and opportunities	122	81.4	11	7.3	14	9.3	3	2.0	5.61	1.536
5	Living conditions in general	125	83.4	10	6.7	13	8.7	2	1.3	5.67	1.544
6	Cost of living	122	81.3	15	10.0	11	7.3	2	1.3	5.57	1.368
7	Shopping	137	91.3	7	4.7	4	2.7	2	1.3	6.08	1.251

Note. The variables listed in the table are the items in the Expatriate Adjustment Questionnaire. The data was collected through the survey and analyzed by using SPSS.

Table 17.1 Frequency, Percentage, Mean and Standard Deviation of Cultural Stressor

Variable	Frequency (n=150)																		Mean	S.D.		
	9		8		7		6		5		4		3		2		1				0	
	(very intense)								(neutral)								(not at all)				(unknown)	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%		
Lack of ability to speak the local language	7	4.7	10	6.7	14	9.3	4	2.7	10	6.7	20	13.3	28	18.7	33	22.0	24	16.0	--	--	3.79	2.398
Lack of understanding of the local culture	2	1.3	4	2.7	6	4.0	7	2.7	3	2.0	22	14.7	33	22.0	43	28.7	30	20.0	--	--	3.01	1.882
Integrating information and work practices from various cultural sources	3	2.0	6	4.0	6	4.0	14	9.3	7	4.7	24	16.0	18	12.0	40	26.7	29	19.3	3	2.0	3.30	2.170
Inadequate transfer of technical concepts and expertise	1	.7	5	3.3	10	6.7	12	8.0	18	12.0	13	8.7	17	11.3	36	24.0	35	23.3	3	2.0	3.27	2.176
Working effectively in the host country	6	4.0	5	3.3	8	5.3	16	10.7	17	11.3	11	7.3	14	9.3	38	25.3	33	22.0	2	1.3	3.51	2.376
Communicating and relating with locals	5	3.3	8	5.3	10	6.7	12	8.0	13	8.7	13	8.7	23	15.3	37	24.7	28	18.7	1	.7	3.59	2.343
Difficulty getting along with locals	2	1.3	6	4.0	5	3.3	4	2.7	9	6.0	7	4.7	22	14.7	43	28.7	51	34.0	1	.7	2.67	2.042
Find it difficult to effectively report to local superiors and co-workers	5	3.3	3	2.0	11	7.3	7	4.7	8	5.3	10	6.7	16	10.7	43	28.7	46	30.7	1	.7	2.99	2.276
Inadequate salary	2	1.3	5	3.3	2	1.3	8	5.3	9	6.0	6	4.0	13	8.7	28	18.7	76	50.7	1	.7	2.40	2.056
Poor motivated co-workers	12	8.0	9	6.0	12	8.0	15	10.0	13	8.7	13	8.7	14	9.3	27	18.0	34	22.7	1	.7	4.01	2.679
Conflicts with locals	3	2.0	3	2.0	5	3.3	3	2.0	7	4.7	9	6.0	13	8.7	38	25.3	68	45.3	1	.7	2.39	1.989
Living conditions	5	3.3	5	3.3	13	8.7	12	8.0	11	7.3	9	6.0	18	12.0	34	22.7	42	28.0	1	.7	3.35	2.411

Note. The variables listed in the table are the items in the Expatriate Stress Inventory. The data was collected through the survey and analyzed by using SPSS.

Table 17.2 Top Cultural Stressor (Rank by Frequency and Percentage)

Ranking	Variable	Frequency (n=150)								Mean	S.D.
		9 to 6 (very intense)		5 (neutral)		4 to 1 (Not at all)		0 (unknown)			
		n	%	n	%	n	%	n	%		
1	Poor motivated co-workers	48	32.0	13	8.7	88	58.7	1	.7	4.01	2.679
2	Lack of ability to speak the local language	35	23.4	10	6.7	105	70.0	--	--	3.79	2.398
3	Communicating and relating with locals	35	23.3	13	8.7	101	67.4	1	.7	3.59	2.343
3	Living conditions	35	23.3	11	7.3	103	68.7	1	.7	3.35	2.411
3	Working effectively in the host country	35	23.3	17	11.3	96	63.9	2	1.3	3.51	2.376
6	Integrating information and work practices from various cultural sources	29	19.3	7	4.7	111	74.0	3	2.0	3.30	2.170
7	Inadequate transfer of technical concepts and expertise	28	18.7	18	12.0	101	67.3	3	2.0	3.27	2.176
8	Find it difficult to effectively report to local superiors and co-workers	26	17.3	8	5.3	115	76.8	1	.7	2.99	2.276
9	Lack of understanding of the local culture	19	12.7	3	2.0	128	85.4	--	--	3.01	1.882
10	Difficulty getting along with locals	17	11.3	9	6.0	123	82.1	1	.7	2.67	2.042
11	Inadequate salary	17	11.2	9	6.0	123	82.1	1	.7	2.40	2.056
12	Conflicts with locals	14	9.3	7	4.7	128	85.3	1	.7	2.39	1.989

Note. The variables listed in the table are the items in the Expatriate Stress Inventory. The data was collected through the survey and analyzed by using SPSS.

5.3.8 Organisational Stress

Table 10.3 shows the frequency, the percentage, the means and the standard deviations of organisational stressor. The mean score of organisational stress was 3.20 ($SD=1.85$) on a scale of 1 to 9, 1 refers to not being stressful at all at work whereas 9 refers to being very stressful at work. 78.6% of the respondents felt a manageable level of stress at work whereas 9.3% of the respondents felt stressful at work. Among 7 items on the scale of organisational stress shown in Table 18.1 and 18.2, 25.3% of them reported that a “lack of recognition for good work” was the top organisational stressor, followed by “insufficient personal time” (23.3%), “performing tasks not in job description” (20.7%) and “assignment of increased responsibility” (20.0%).

In short, most of the NETs did not feel stressful at work. Some of them were concerned about the recognition of their work and the increased responsibility so that they may not have sufficient personal time.

5.3.9 Intrinsic Satisfaction

Table 10.3 shows the frequency, the percentage, the means and the standard deviations of intrinsic satisfaction. The mean score of intrinsic satisfaction was 3.61 ($SD=.96$) on a scale of 1 to 5, where 1 refers to being very unsatisfied and 5 refers to being very satisfied. 42.6% of the respondents were satisfied with the nature of their job tasks whereas 18.6% were not satisfied. Among 12 items on the scale of intrinsic satisfaction shown in Table 19.1 and 19.2, 22.7% of the respondents reported that “the freedom to use my own judgment” was the top item of intrinsic dissatisfaction. Around 20% of them rated similarly on “the feeling of accomplishment I get from the job” (20.7%), “the chance to be somebody in the community” (20.0%), “the chance to do something that makes use of my abilities” (20.0%) and “the chance to do different things from time to time” (19.3%).

In brief, less than half of the NETs were satisfied intrinsically. Some of them did not feel accomplished in terms of their professional autonomy at work, the use of their abilities and their sense of belonging.

Table 18.1 Frequency, Percentage, Mean and Standard Deviation of Organizational Stressor

Variable	Frequency (n=150)																		Mean	S.D.		
	9 (very intense)		8		7		6		5 (neutral)		4		3		2		1 (not at all)				0 (unknown)	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%			n	%
Working overtime	3	2.0	6	4.0	10	6.7	5	3.3	11	7.3	13	8.7	18	12.0	20	13.3	63	42.0	1	.7	2.93	2.317
Lack of recognition for good work	11	7.3	6	4.0	15	10.0	6	4.0	17	11.3	19	12.7	14	9.3	27	18.0	34	22.7	1	.7	3.86	2.575
Performing tasks not in job description	5	3.3	7	4.7	9	6.0	10	6.7	7	4.7	12	8.0	23	15.3	31	20.7	45	30.0	1	.7	3.22	2.377
Assignment of increased responsibility	5	3.3	7	4.7	10	6.7	8	5.3	9	6.0	14	9.3	24	16.0	28	18.7	43	28.7	2	1.3	3.27	2.380
Insufficient personnel to handle a task	4	2.7	3	2.0	9	6.0	10	6.7	10	6.7	9	6.0	17	11.3	39	26.0	47	31.3	2	1.3	2.97	2.239
Poor or inadequate supervision	6	4.0	3	2.0	10	6.7	7	4.7	9	6.0	10	6.7	11	7.3	37	24.7	56	37.3	1	.7	2.92	2.359
Insufficient personal time	8	5.3	6	4.0	8	5.3	13	8.7	7	4.7	8	5.3	17	11.3	26	17.3	56	37.3	1	.7	3.20	2.554

Note. The variables listed in the table are the items in the Expatriate Stress Inventory. The data was collected through the survey and analyzed by using SPSS.

Table 18.2 Top Organizational Stressor (Rank by Frequency and Percentage)

Ranking	Variable	Frequency (n=150)								Mean	S.D.
		9 to 6 (very intense)		5 (neutral)		4 to 1 (Not at all)					
		n	%	n	%	n	%	n	%		
1	Lack of recognition for good work	38	25.3	17	11.3	94	62.7	1	.7	3.86	2.575
2	Insufficient personal time	35	23.3	7	4.7	107	71.2	1	.7	3.20	2.554
3	Performing tasks not in job description	31	20.7	7	4.7	111	74.0	1	.7	3.22	2.377
4	Assignment of increased responsibility	30	20.0	9	6.0	109	72.7	2	1.3	3.27	2.380
5	Insufficient personnel to handle a task	26	17.4	10	6.7	112	74.6	2	1.3	2.97	2.239
5	Poor or inadequate supervision	26	17.4	9	6.0	114	76.0	1	.7	2.92	2.359
7	Working overtime	24	16.0	11	7.3	114	76.0	1	.7	2.93	2.317

Note. The variables listed in the table are the items in the Expatriate Stress Inventory. The data was collected through the survey and analyzed by using SPSS.

Table 19.1 Frequency, Percentage, Mean and Standard Deviation of Intrinsic Satisfaction

Variable	Frequency (n=150)										Mean	S.D.		
	5 (extremely satisfied)		4		3 (neutral)		2		1 (not satisfied)				0 (unknown)	
	n	%	n	%	n	%	n	%	n	%			n	%
Being able to keep busy all the time	47	31.3	41	27.3	37	24.7	16	10.7	5	3.3	3	2.0	3.67	1.233
The chance to work alone on the job	55	36.7	56	37.3	23	15.3	6	4.0	4	2.7	5	3.3	3.92	1.211
The chance to do different things from time to time	46	30.7	50	33.3	22	14.7	21	14.0	8	5.3	2	1.3	3.66	1.271
The chance to be somebody in the community	29	19.3	37	24.7	49	32.7	16	10.7	14	9.3	4	2.7	3.26	1.302
Being able to do things that don't go against my conscience	47	31.3	44	29.3	33	22.0	11	7.3	10	6.7	4	2.7	3.64	1.321
The way my job provides for steady employment	84	56.0	29	19.3	15	10.0	11	7.3	7	4.7	3	2.0	4.09	1.307
The chance to do things for other people	61	40.7	50	33.3	29	19.3	5	3.3	2	1.3	2	1.3	4.05	1.038
The chance to tell people what to do	18	12.0	35	23.3	64	42.7	16	10.7	9	6.0	7	4.7	3.11	1.220
The chance to do something that makes use of my abilities	47	31.3	46	30.7	24	16.0	23	15.3	7	4.7	2	1.3	3.65	1.273
The freedom to use my own judgment	39	26.0	42	28.0	32	21.3	24	16.0	10	6.7	2	1.3	3.47	1.292
The chance to try my own methods of doing the job	42	28.0	50	33.3	30	20.0	16	10.7	9	6.0	2	1.3	3.63	1.243
The feeling of accomplishment I get from the job	36	24.0	52	34.7	28	18.7	19	12.7	12	8.0	2	1.3	3.50	1.282

Note. The variables listed in the table are the items in the Minnesota Satisfaction Questionnaire. The data was collected through the survey and analyzed by using SPSS.

Table 19.2 Top Items of Intrinsic Dissatisfaction (Rank by Frequency and Percentage)

Ranking	Variable	Frequency (n=150)								Mean	S.D.
		5 and 4 (extremely satisfied)		3 (neutral)		2 and 1 (not satisfied)		0 (unknown)			
		n	%	n	%	n	%	n	%		
1	The freedom to use my own judgment	81	54.0	32	21.3	34	22.7	2	1.3	3.47	1.292
2	The feeling of accomplishment I get from the job	88	58.7	28	18.7	31	20.7	2	1.3	3.50	1.282
3	The chance to be somebody in the community	66	44.0	49	32.7	30	20.0	4	2.7	3.26	1.302
3	The chance to do something that makes use of my abilities	93	62.0	24	16.0	30	20.0	2	1.3	3.65	1.273
5	The chance to do different things from time to time	96	64.0	22	14.7	29	19.3	2	1.3	3.66	1.271
6	The chance to tell people what to do	53	35.3	64	42.7	27	16.7	7	4.7	3.11	1.220
6	The chance to try my own methods of doing the job	92	61.3	30	20.0	25	16.7	2	1.3	3.63	1.243
8	Being able to keep busy all the time	88	58.6	37	24.7	21	14.0	3	2.0	3.67	1.233
8	Being able to do things that don't go against my conscience	91	60.6	33	22.0	21	14.0	4	2.7	3.64	1.321
10	The way my job provides for steady employment	113	75.3	15	10.0	18	12.0	3	2.0	4.09	1.307
11	The chance to work alone on the job	111	74.0	23	15.3	10	6.7	5	3.3	3.92	1.211
12	The chance to do things for other people	111	74.0	29	19.3	7	4.6	2	1.3	4.05	1.038

Note. The variables listed in the table are the items in the Minnesota Satisfaction Questionnaire. The data was collected through the survey and analyzed by using SPSS.

5.3.10 Extrinsic Satisfaction

Table 10.3 shows the frequency, the percentage, the means and the standard deviations of extrinsic satisfaction. The mean score of extrinsic satisfaction was 3.07 ($SD=1.01$) on a scale of 1 to 5. A score of 1 refers to being very unsatisfied whereas 5 refers to being very satisfied. 37.4% of the respondents were not satisfied with the aspects of the job that are separate from the work itself whereas 22% were satisfied. Except for “my pay and the amount of work I do”, all items shown in Table 20.1 and 20.2 were perceived by the respondents as the factors contributed to their extrinsic dissatisfaction. 50% of the respondents reported that “the chances for advancement on this job” was the top item of extrinsic dissatisfaction. Over 30% of them reported that “the praise I get for doing a good job” (31.3%) and “the way school policies are put into practice” (30.6%) were the next two items of the dissatisfaction. “The way my boss handles his/her workers” (28.0%) and “the competence of my supervisor in making decisions” (24.0%) were also reported as the factors contributed to extrinsic dissatisfaction.

In sum, more than one-third of the NETs were not satisfied extrinsically. Half of them did not see the chance for career advancement. They did not get praise for doing a good job. They also questioned about the competency of their supervisors and the implementation of school policy.

5.3.11 General Satisfaction

Table 10.3 shows the frequency, the percentage, the means and the standard deviations of general satisfaction. The mean score of general satisfaction was 3.66 ($SD=1.01$) on a scale of 1 to 5, where 1 refers to being very unsatisfied and 5 refers to being very satisfied. 57.3% of the respondents were satisfied with their job in general where 13.3% were not satisfied. Table 21.1 and 21.2 shows that the respondents rated the same (12.6%) on the two items of general satisfaction, “the working conditions” and “the way my coworkers get along with each other”. In other words, half of the NETs were generally satisfied working in Hong Kong.

Table 20.1 Frequency, Percentage, Mean and Standard Deviation of Extrinsic Satisfaction

Variable	Frequency (n=150)										Mean	S.D.		
	5		4		3		2		1				0	
	(extremely satisfied)				(neutral)				(not satisfied)				(unknown)	
	n	%	n	%	n	%	n	%	n	%			n	%
The way my boss handles his /her workers	28	18.7	45	30.0	32	21.3	18	12.0	24	16.0	2	1.3	3.19	1.384
The competence of my supervisor in making decision	31	20.7	45	30.0	35	23.3	21	14.0	15	10.0	2	1.3	3.34	1.303
The way school policies are put into practice	15	10.0	31	20.7	50	33.3	29	19.3	17	11.3	7	4.7	2.85	1.293
My pay and the amount of work I do	53	35.3	49	32.7	29	19.3	11	7.3	5	3.3	2	1.3	3.86	1.163
The chances for advancement on this job	10	6.7	14	9.3	45	30.0	26	17.3	49	32.7	5	3.3	2.30	1.292
The praise I get for doing a good job	27	18.0	32	21.3	41	27.3	20	13.3	27	18.0	2	1.3	3.04	1.390

Note. The variables listed in the table are the items in the Minnesota Satisfaction Questionnaire. The data was collected through the survey and analyzed by using SPSS.

Table 20.2 Top Items of Extrinsic Dissatisfaction (Rank by Frequency and Percentage)

Ranking	Variable	Frequency (n=150)						Mean	S.D.		
		5 and 4 (extremely satisfied)		3 (neutral)		2 and 1 (not satisfied)				0 (unknown)	
		n	%	n	%	n	%			n	%
1	The chances for advancement on this job	24	16.0	45	30.0	75	50.0	5	3.3	2.30	1.292
2	The praise I get for doing a good job	59	39.3	41	27.3	47	31.3	2	1.3	3.04	1.390
3	The way school policies are put into practice	46	30.7	50	33.3	46	30.6	7	4.7	2.85	1.293
4	The way my boss handles his /her workers	73	48.7	32	21.3	42	28.0	2	1.3	3.19	1.384
5	The competence of my supervisor in making decision	76	50.7	35	23.3	36	24.0	2	1.3	3.34	1.303
6	My pay and the amount of work I do	102	68.0	29	19.3	16	10.6	2	1.3	3.86	1.163

Note. The variables listed in the table are the items in the Minnesota Satisfaction Questionnaire. The data was collected through the survey and analyzed by using SPSS.

Table 21.1 Frequency, Percentage, Mean and Standard Deviation of General Satisfaction

Variable	Frequency (n=150)										Mean	S.D.		
	5		4		3		2		1				0	
	(extremely satisfied)				(neutral)				(not satisfied)				(unknown)	
	n	%	n	%	n	%	n	%	n	%			n	%
The working condition	38	25.3	61	40.7	29	19.3	14	9.3	5	3.3	2	1.3	3.72	1.128
The way my coworkers get along with each other	32	21.3	63	42.0	33	22.0	14	9.3	5	3.3	2	1.3	3.65	1.102

Note. The variables listed in the table are the items in the Minnesota Satisfaction Questionnaire. The data was collected through the survey and analyzed by using SPSS.

Table 21.2 Top Items of General Dissatisfaction (Rank by Frequency and Percentage)

Ranking	Variable	Frequency (n=150)								Mean	S.D.
		5 and 4 (extremely satisfied)		3 (neutral)		2 and 1 (not satisfied)		0 (unknown)			
		n	%	n	%	n	%	n	%		
1	The working condition	99	66.0	29	19.3	19	12.6	2	1.3	3.72	1.128
1	The way my coworkers get along with each other	95	63.3	33	22.0	19	12.6	2	1.3	3.65	1.102

Note. The variables listed in the table are the items in the Minnesota Satisfaction Questionnaire. The data was collected through the survey and analyzed by using SPSS.

5.4 Analysis of Results on Job Satisfaction

The first research question was “Which factors are the predictors of NETs’ job satisfaction?”. The three job satisfaction measures (intrinsic, extrinsic, general) were analysed using multiple regression. This was conducted using the Statistical Package for Social Sciences (SPSS) programme. There were two factors in the analysis. The first factor was composed of three facets of cross-cultural adjustment (work, interaction, general). The second factor contained two stressors (cultural and organisational). Table 22.1 presents the regression results of all three job satisfaction measures. The results showed that cross-cultural adjustment and stress were the predictors of NETs’ job satisfaction. The detailed analysis of each of the satisfaction measures is discussed in the following sections.

Table 22.1 Regression Results on Job Satisfaction

Variable (n=150)	Intrinsic satisfaction	Extrinsic satisfaction	General satisfaction
(Constant)	4.536 ***	5.401 ***	5.379 ***
Cross-cultural adjustment			
Work adjustment	3.781 ***	1.873 †	3.008 **
Interaction adjustment	1.165	.550	.907
General adjustment	2.713 **	3.176 **	2.003 *
Stress			
Cultural stress	.043	-.546	-.957
Organizational stress	-2.996 **	-5.045 ***	-3.008 **
R Square	.410	.457	.385
Adjusted R Square	.390	.438	.363
df	(5,144)149	(5,144)149	(5,144)149
F	20.027 ***	24.233 ***	17.998 ***

Note: All correlations are two-tailed. † $p \leq 0.10$; * $p \leq 0.05$; ** $p \leq 0.01$; *** $p \leq 0.001$

5.4.1 Intrinsic Satisfaction

A multiple regression analysis was conducted to determine if NETs' intrinsic job satisfaction could be predicted from cross-cultural adjustment and stress. The linear combination of cross-cultural adjustment and stress was significantly related to intrinsic job satisfaction ($R^2=.410$, $F(5,144)=20.027$, $p\leq.001$). The adjusted R^2 was .390, indicating that the three facets of cross-cultural adjustment (work, interaction, general) and the two stressors (cultural and organisational) explained 39% of the variance of intrinsic job satisfaction.

Hypotheses 1a, 1b and 1c stated that work adjustment, interaction adjustment, and general adjustment would be positively related to job satisfaction. The results in Table 22.1 indicate that work adjustment ($\beta=.190$, $t(144)=3.781$, $p<.001$) and general adjustment ($\beta=.172$, $t(144)=2.713$, $p<.01$) were positively related to intrinsic job satisfaction but interaction adjustment was not related to intrinsic job satisfaction.

Hypotheses 1d and 1e stated that cultural stress and organisational stress would be negatively related to job satisfaction. The results in Table 22.1 indicate that organisational stress ($\beta=-.145$, $t(144)=-2.996$, $p<.01$) was negatively related to intrinsic job satisfaction but cultural stress was not related to intrinsic job satisfaction.

The results of the regression answered the first research question that both cross-cultural adjustment and stress were the predictors of NETs' intrinsic job satisfaction. Specifically, work adjustment, general adjustment and organisational stress significantly predicted NETs' intrinsic job satisfaction.

5.4.2 Extrinsic Satisfaction

A multiple regression analysis was conducted to determine if NETs' extrinsic job satisfaction could be predicted from cross-cultural adjustment and stress. The linear combination of cross-cultural adjustment and stress was significantly related to extrinsic job satisfaction ($R^2=.457$, $F(5,144)=24.233$, $p\leq.001$). The adjusted R^2 was .438, indicating that the three facets of cross-cultural adjustment (work, interaction, general) and the two stressors (cultural and organisational) explained 43% of the variance of extrinsic job satisfaction.

Hypotheses 1a, 1b and 1c stated that work adjustment, interaction adjustment, and general adjustment would be positively related to job satisfaction. The results in

Table 22.1 indicate that work adjustment ($\beta=.095$, $t(144)=1.873$, $p<.10$) and general adjustment ($\beta=.204$, $t(144)=3.176$, $p<.01$) were positively related to extrinsic job satisfaction but interaction adjustment was not related to extrinsic job satisfaction.

Hypotheses 1d and 1e stated that cultural stress and organisational stress would be negatively related to job satisfaction. The results in Table 22.1 indicate that organisational stress ($\beta=-.247$, $t(144)=-5.045$, $p<.001$) was negatively related to extrinsic job satisfaction but cultural stress was not related to extrinsic job satisfaction.

The results of the regression answered the first research question that both cross-cultural adjustment and stress were the predictors of NETs' extrinsic job satisfaction. Specifically, work adjustment, general adjustment and organisational stress significantly predicted NETs' extrinsic job satisfaction.

5.4.3 General Satisfaction

A multiple regression analysis was conducted to determine if NETs' general job satisfaction could be predicted from cross-cultural adjustment and stress. The linear combination of cross-cultural adjustment and stress was significantly related to general job satisfaction ($R^2=.385$, $F(5,144)=17.998$, $p<.001$). The adjusted R^2 was .363, indicating that the three facets of cross-cultural adjustment (work, interaction, general) and the two stressors (cultural and organisational) explained 36% of the variance of general job satisfaction.

Hypotheses 1a, 1b and 1c stated that work adjustment, interaction adjustment, and general adjustment would be positively related to job satisfaction. The results in Table 22.1 indicate that work adjustment ($\beta=.170$, $t(144)=3.008$, $p<.01$) and general adjustment ($\beta=.143$, $t(144)=2.003$, $p<.05$) were positively related to general job satisfaction but interaction adjustment was not related to general job satisfaction.

Hypotheses 1d and 1e stated that cultural stress and organisational stress would be negatively related to job satisfaction. The results in Table 22.1 indicate that organisational stress ($\beta=-.164$, $t(144)=-3.008$, $p<.01$) was negatively related to general job satisfaction but cultural stress was not related to general job satisfaction.

The results of the regression answered the first research question that both cross-cultural adjustment and stress were the predictors of NETs' general job satisfaction. Specifically, work adjustment, general adjustment and organisational

stress significantly predicted NETs' general job satisfaction.

5.5 Analysis of Results on Cross-cultural Adjustment

Three research questions were set to measure "Which factors are the predictors of NETs' cross-cultural adjustment?". The three facets of adjustment measures (work, interaction, general) were analysed using multiple regression. This was conducted using the Statistical Package for Social Sciences (SPSS) programme. Three groups of factors were included for each facet of adjustment. Table 23.1 presents the regression results of all three cross-cultural adjustment measures. The results showed that previous overseas living experience, culture novelty, personality traits and role ambiguity were the predictors of at least one facet of the NETs' cross-cultural adjustment. The detailed analysis of each of the adjustment measures is discussed in the following sections.

5.5.1 Work Adjustment

A multiple regression analysis was conducted to determine if NETs' work adjustment could be predicted from previous overseas teaching experience, personality traits, and role. The linear combination of these three variables was significantly related to work adjustment ($R^2=.227$, $F(5,144)=4.073$, $p\leq.001$). The adjusted R^2 was .171, indicating that previous overseas teaching experience (number of years teaching overseas, number of years teaching in Hong Kong, number of years teaching under the NET Scheme), the five personality traits (extraversion, agreeableness, conscientiousness, neuroticism, openness), and the two role factors (role ambiguity and role conflict) explained 17% of the variance of work adjustment.

Hypothesis 3a stated that previous overseas teaching experience would be positively related to the degree of work adjustment. The results in Table 23.1 indicate that number of years teaching overseas, number of years teaching in Hong Kong, and number of years teaching under the NET Scheme were not related to the degree of work adjustment.

Hypothesis 5a stated that personality traits would be related to the degree of work adjustment. The results in Table 23.1 indicate that neuroticism ($\beta=-.363$, $t(144)=-2.280$, $p<.05$) was negatively related to work adjustment but the other four personality traits, including extraversion, agreeableness, conscientiousness and

openness, were not related to work adjustment.

Hypotheses 6a and 7a stated that role ambiguity and role conflict would be negatively related to the degree of work adjustment. The results in Table 23.1 indicate that role ambiguity ($\beta=-.356$, $t(144)=-3.397$, $p<.01$) was negatively related to work adjustment but role conflict was not related to work adjustment.

Table 23.1 Regression Results on Adjustment

Variable (n=150)	Work adjustment	Interaction adjustment	General adjustment
(Constant)	9.582 ***	5.422 ***	9.595 ***
Previous overseas living experience			
Number of years living overseas	--	1.252	1.709 †
Previous overseas teaching experience			
Number of years teaching overseas	.273	--	--
Number of years teaching in Hong Kong	.809	--	--
Number of years teaching under the NET Scheme	-.233	--	--
Culture novelty	--	1.141	1.807 †
Personality			
Extraversion	.990	2.056 *	1.735 †
Agreeableness	-.794	.375	-.271
Conscientiousness	.039	-2.408 *	-1.310
Neuroticism	-2.280 *	-2.579 *	-1.532
Openness	-.146	1.166	-.089
Role			
Role ambiguity	-3.397 **	--	--
Role conflict	-.936	--	--
R Square	.227	.120	.081
Adjusted R Square	.171	.076	.036
df	(10,139) 149	(7,142) 149	(7,142) 149
F	4.073 ***	2.760 **	1.794 †

Note: All correlations are two-tailed. † $p \leq 0.10$; * $p \leq 0.05$; ** $p \leq 0.01$; *** $p \leq 0.001$

Hypothesis 4a stated that qualification would be related to the degree of work adjustment. As shown in Table 23.2, the results of one way analysis of variance (ANOVA) indicate that the effect of qualification on work adjustment was not significant ($F(5,144)=1.535$, $p=n.s.$). However, the results of t-test indicate that NETs who possessed higher qualifications ($M=5.02$, $SD=1.80$) reported significantly lower level of work adjustment than those who possessed the qualification requested by the EDB

($M=5.56$, $SD=1.31$), $t=-1.96$, $p<.10$. In other words, qualification was significantly related to NETs' work adjustment.

Table 23.2 Frequency, Mean and Standard Deviation by Education Background and Higher Education for Work adjustment

Variable	Frequency (n=150)	Mean	S.D.	t-value	F-value
Education Background					
A bachelor's degree in English, and A recognized teacher teaching qualification in primary education, and TEFL/TESL	22	5.88	1.48	--	1.535
A bachelor's degree in any subjects, and A recognized teacher teaching qualification in primary education, and TEFL/TESL	46	5.47	1.28		
A bachelor's degree in English or any subjects, and A recognized teacher teaching qualification in primary education or TEFL/TESL	63	5.18	1.47		
A recognized teacher teaching qualification in primary education, and TEFL/TESL	8	5.71	2.41		
A recognized teacher teaching qualification in primary education, or TEFL/TESL	9	4.74	1.42		
Unknown	2	3.84	4.48		
Higher Education					
Those who possess higher qualification than requested**	57	5.02	1.80	-1.96†	--
Those who possess the required qualification	93	5.56	1.31		

Note: All correlations are two-tailed. † $p \leq 0.10$; * $p \leq 0.05$; ** $p \leq 0.01$; *** $p \leq 0.001$

** Those who possess the postgraduate degree in any subjects other than those listed in "Education Background".

The above results answered the second research question that the linear combination of previous overseas teaching experience, personality traits and role could significantly predict NETs' work adjustment. Specifically, neuroticism, role conflict, and qualification were significantly related to NETs' work adjustment.

5.5.2 Interaction Adjustment

A multiple regression analysis was conducted to determine if NETs' interaction adjustment could be predicted from previous overseas living experience, personality traits and culture novelty. The linear combination of these three variables was

significantly related to interaction adjustment ($R^2=.120$, $F(5,144)=2.760$, $p\leq.01$). The adjusted R^2 was .076, indicating that previous overseas living experience, culture novelty, and the five personality traits (extraversion, agreeableness, conscientiousness, neuroticism, openness) explained 7% of the variance of interaction adjustment.

Hypothesis 2a stated that previous overseas living experience would be positively related to the degree of interaction adjustment. The results in Table 23.1 indicate that number of years living overseas was not related to the degree of interaction adjustment.

Hypothesis 5b stated that personality traits would be related to the degree of interaction adjustment. The results in Table 23.1 indicate that extraversion ($\beta=-.420$, $t(144)=2.056$, $p<.05$) was positively related and conscientiousness ($\beta=-.636$, $t(144)=-2.408$, $p<.05$) and neuroticism ($\beta=-.431$, $t(144)=-2.579$, $p<.05$) were negatively related to interaction adjustment. The other two personality traits, including agreeableness and openness, were not related to interaction adjustment.

Hypothesis 8a stated that culture novelty would be positively related to the degree of interaction adjustment. The results in Table 23.1 indicate that culture novelty was not related to interaction adjustment.

The results of the regression answered the third research question that the linear combination of previous overseas living experience, personality traits and culture novelty could significantly predict NETs' interaction adjustment. Specifically, extraversion, conscientiousness and neuroticism were significantly related to NETs' interaction adjustment.

5.5.3 General Adjustment

A multiple regression analysis was conducted to determine if NETs' general adjustment could be predicted from previous overseas living experience, personality traits and culture novelty. The linear combination of these three variables was significantly related to general adjustment ($R^2=.081$, $F(5,144)=1.794$, $p\leq.10$). The adjusted R^2 was .036, indicating that previous overseas living experience, culture novelty, and the five personality traits (extraversion, agreeableness, conscientiousness, neuroticism, openness) explained 3% of the variance of general adjustment.

Hypothesis 2b stated that previous overseas living experience would be positively

related to the degree of general adjustment. The results in Table 23.1 indicate that number of years living overseas ($\beta=.031$, $t(144)=1.709$, $p<.10$) was positively related to the degree of general adjustment.

Hypothesis 5c stated that personality traits would be related to the degree of general adjustment. The results in Table 23.1 indicate that extraversion ($\beta=.245$, $t(144)=1.735$, $p<.10$) was positively related to general adjustment. The other four personality traits, including agreeableness, conscientiousness, neuroticism and openness, were not related to general adjustment.

Hypothesis 8b stated that culture novelty would be positively related to the degree of general adjustment. The results in Table 23.1 indicate that culture novelty ($\beta=.260$, $t(144)=1.807$, $p<.10$) was positively related to general adjustment.

The results of the regression answered the fourth research question that the linear combination of previous overseas living experience, personality traits and culture novelty could significantly predict NETs' general adjustment. Specifically, previous overseas living experience, culture novelty, and extraversion, were significantly related to NETs' general adjustment.

5.6 Analysis of Results on Stress

Two research questions were set to measure which factors were the predictors of NETs' stress. The two stressors (cultural, organisational) were analysed using multiple regression. This was conducted using the Statistical Package for Social Sciences (SPSS) programme. Three groups of factors were included for each stressor. Table 24.1 presents the regression results of two stress measures. The results showed that previous overseas teaching experience, culture novelty, personality, role ambiguity and role conflict were the predictors of at least one facet of the NETs' stress. The detailed analysis of each of the stress measures is discussed in the following sections.

5.6.1 Cultural Stress

A multiple regression analysis was conducted to determine if NETs' cultural stress could be predicted from previous overseas living experience, personality traits and culture novelty. The linear combination of these three variables was significantly related to cultural stress ($R^2=.227$, $F(7,142)=5.968$, $p\leq.001$). The adjusted R^2 was .189, indicating that previous overseas living experience, culture novelty, and the five

personality traits (extraversion, agreeableness, conscientiousness, neuroticism, openness) explained 18% of the variance of cultural stress.

Table 24.1 Regression Results on Stress

Variable (n=150)	Cultural stress	Organizational stress
(Constant)	5.852 ***	.642
<i>Previous overseas living experience</i>		
Number of years living overseas	-.917	--
<i>Previous overseas teaching experience</i>		
Number of years teaching overseas	--	-2.413 *
Number of years teaching in Hong Kong	--	-1.026
Number of years teaching under the NET Scheme	--	1.439
<i>Culture novelty</i>	-2.621 **	--
<i>Personality</i>		
Extraversion	-.553	-.032
Agreeableness	-1.081	.885
Conscientiousness	-.839	-1.169
Neuroticism	4.882 ***	-1.083
Openness	1.288	.135
<i>Role</i>		
Role ambiguity	--	3.284 ***
Role conflict	--	7.685 ***
R Square	.227	.521
Adjusted R Square	.189	.487
df	(7,142) 149	(10,139)149
F	5.968 ***	15.137 ***

Note: All correlations are two-tailed. † $p \leq 0.10$; * $p \leq 0.05$; ** $p \leq 0.01$; *** $p \leq 0.001$

Hypothesis 2c stated that previous overseas living experience would be negatively related to cultural stress. The results in Table 24.1 indicate that number of years living overseas was not related to cultural stress.

Hypothesis 5d stated that personality traits would be related to cultural stress. The results in Table 24.1 indicate that neuroticism ($\beta=.637$, $t(142)=4.882$, $p<.001$) was positively related to cultural stress. The other four personality traits, including extraversion, agreeableness, conscientiousness and openness, were not related to cultural stress.

Hypothesis 8c stated that culture novelty would be negatively related to cultural stress. The results in Table 24.1 indicate that culture novelty ($\beta = -.425$, $t(142) = -2.621$, $p < .01$) was negatively related to cultural stress.

The results of the regression answered the fifth research question that the linear combination of previous overseas living experience, personality traits and culture novelty could significantly predict NETs' cultural stress. Specifically, culture novelty and neuroticism were significantly related to NETs' cultural stress.

5.6.2 Organisational Stress

A multiple regression analysis was conducted to determine if NETs' organisational stress could be predicted from previous overseas teaching experience, personality traits, and role. The linear combination of these three variables was significantly related to organisational stress ($R^2 = .521$, $F(10, 139) = 15.137$, $p \leq .001$). The adjusted R^2 was .487, indicating that previous overseas teaching experience (number of years teaching overseas, number of years teaching in Hong Kong, number of years teaching under the NET Scheme), the five personality traits (extraversion, agreeableness, conscientiousness, neuroticism, openness), and the two role factors (role ambiguity and role conflict) explained 48% of the variance of organisational stress.

Hypothesis 3b stated that previous overseas teaching experience would be negatively related to organisational stress. The results in Table 24.1 indicate that number of years teaching overseas ($\beta = -.027$, $t(139) = -2.413$, $p < .05$) was negatively related to organisational stress but number of years teaching in Hong Kong and number of years teaching under the NET Scheme were not related to organisational stress.

Hypothesis 5e stated that personality traits would be related to the degree of organisational stress. The results in Table 24.1 indicate that all five personality traits, including extraversion, agreeableness, conscientiousness, neuroticism and openness, were not related to organisational stress.

Hypotheses 6b and 7b stated that role ambiguity and role conflict would be positively related to organisational stress. The results in Table 24.1 indicate that role ambiguity ($\beta = .328$, $t(139) = 3.284$, $p < .001$) and role conflict ($\beta = .724$, $t(139) = 7.685$, $p < .001$) were positively related to organisational stress.

Table 24.2 Frequency, Mean and Standard Deviation by Education Background and Higher Education for Organizational Stress

Variable	Frequency (n=150)	Mean	S.D.	t-value	F-value
Education Background					
A bachelor's degree in English, and A recognized teacher teaching qualification in primary education, and TEFL/TESL	22	2.82	2.14	--	1.570
A bachelor's degree in any subjects, and A recognized teacher teaching qualification in primary education, and TEFL/TESL	46	3.20	1.65		
A bachelor's degree in English or any subjects, and A recognized teacher teaching qualification in primary education or TEFL/TESL	63	3.51	1.89		
A recognized teacher teaching qualification in primary education, and TEFL/TESL	8	1.91	1.02		
A recognized teacher teaching qualification in primary education, or TEFL/TESL	9	3.32	2.18		
Unknown	2	1.86	.81		
Higher Education					
Those who possess higher qualification than requested**	57	3.24	1.93	-.221	--
Those who possess the required qualification	93	3.17	1.81		

Note: All correlations are two-tailed. † $p \leq 0.10$; * $p \leq 0.05$; ** $p \leq 0.01$; *** $p \leq 0.001$

** Those who possess the postgraduate degree in any subjects other than those listed in "Education Background".

Hypothesis 4b stated that qualification would be related to organisational stress. As shown in Table 24.2, the results of one way analysis of variance (ANOVA) indicate that the effect of qualification on organisational stress was not significant ($F(5,144)=1.570$, $p=n.s.$). The results of t-test also indicate that NETs who possessed higher qualifications ($M=3.24$, $SD=1.93$) and those who possessed the qualification requested by the EDB ($M=3.17$, $SD=1.81$) did not differ significantly on levels of organisational stress ($t=-.221$, $p=n.s.$).

The above results answered the sixth research question that the linear combination of previous overseas teaching experience, personality traits and role could significantly predict NETs' organisational stress. Specifically, number of years teaching overseas, role ambiguity and role conflict were significantly related to NETs' organisational stress.

5.7 Discussion of the Results

5.7.1 Predictors of NETs' Job Satisfaction

Table 25.1 presents the regression results of all variables in this study. Results from the multiple regression analysis indicated that NETs' job satisfaction, including intrinsic, extrinsic and general, was predicted by work adjustment, general adjustment and organisational stress. Both work and general adjustment were positively related to intrinsic, extrinsic and general satisfaction (Hypothesis 1a and 1c) whereas interaction adjustment was not statistically significant related to any of the three job satisfaction measures (Hypothesis 1b). Organisational stress was negatively related to intrinsic, extrinsic and general satisfaction (Hypothesis 1e) whereas cultural stress was not statistically significant related to any of the three job satisfaction measure (Hypothesis 1d).

5.7.1.1 Work Adjustment and Job Satisfaction

Work adjustment was found to be one of the predictors of the three facets of NETs' job satisfaction, including intrinsic, extrinsic and general in the study. The positive relationship between work adjustment and job satisfaction confirmed that job satisfaction is one of the consequences of cross-cultural adjustment (Bhaskar-Shrinivas et al., 2004). Naumann (1993) explained that satisfied workers, at all organisational levels, are important contributors to an organisation's effectiveness and ultimately to long-term success. Conversely, dissatisfied workers are implicitly thought to make less of a contribution to the organisation. Shaffer and Harrison (1998) further elaborated that job satisfaction is primarily work-related and is presumed to arise from successful adaptation to overseas job requirements.

5.7.1.2 General Adjustment and Job Satisfaction

General adjustment was found to be one of the predictors of the three facets of NETs' job satisfaction, including intrinsic, extrinsic and general in the study. The positive relationship between general adjustment and job satisfaction confirmed previous studies that expatriates who are satisfied with their job in the host country are likely to adjust more effectively cross-culturally (Lee and Liu, 2006). In fact, expatriates satisfaction or success in the foreign posting is, in part, dependent upon avoidance of cultural shock, which are feelings of frustration and alienation in adapting to a new and

Table 25.1 Summary on Regression Results of Variables

Variable (n=150)	Intrinsic satisfaction	Extrinsic satisfaction	General satisfaction	Work adjustment	Interaction adjustment	General adjustment	Cultural stress	Organizational stress
(Constant)	4.536 ***	5.401 ***	5.379 ***	9.582 ***	5.422 ***	9.595 ***	5.852 ***	.642
Gender	---	---	---	---	---	---	---	---
Age	---	---	---	---	---	---	---	---
<i>Previous overseas living experience</i>								
Number of years living overseas	---	---	---	---	---	---	---	---
<i>Previous overseas teaching experience</i>								
Number of years teaching overseas	---	---	---	.273	1.252	1.709 †	-.917	---
Number of years teaching in Hong Kong	---	---	---	.809	---	---	---	-2.413 *
Number of years teaching under the NET Scheme	---	---	---	-.233	---	---	---	-1.026
General Chinese Language Proficiency	---	---	---	---	---	---	---	1.439
<i>Qualification</i>								
Education Background	---	---	---	---	---	---	---	---
Higher Education	---	---	---	---	---	---	---	---
Culture novelty	---	---	---	---	1.141	1.807 †	-2.621 **	---
<i>Personality</i>								
Extraversion	---	---	---	-.990	2.056 *	1.735 †	-.533	-.032
Agreeableness	---	---	---	-.794	.375	-.271	-1.081	.885
Conscientiousness	---	---	---	.039	-2.408 *	-1.310	-.839	-1.169
Neuroticism	---	---	---	-2.280 *	-2.579 *	-1.532	4.882 ***	-1.083
Openness	---	---	---	-.146	1.166	-.089	1.288	.135
<i>Role</i>								
Role ambiguity	---	---	---	-3.397 ***	---	---	---	3.284 ***
Role conflict	---	---	---	-.936	---	---	---	7.685 ***
<i>Cross-cultural adjustment</i>								
Work adjustment	3.781 ***	1.873 †	3.008 **	---	---	---	---	---
Interaction adjustment	1.165	.550	.907	---	---	---	---	---
General adjustment	2.713 **	3.176 **	2.003 *	---	---	---	---	---
<i>Stress</i>								
Cultural stress	.410	-.546	-.957	---	---	---	---	---
Organizational stress	-2.996 **	-5.045 ***	-3.008 **	---	---	---	---	---
R Square	.410	.457	.385	.227	.120	.081	.227	.521
Adjusted R Square	.390	.438	.363	.171	.076	.036	.189	.487
df	(5,144)	(5,144)	(5,144)	(10,139)	(7,142)	(7,142)	(7,142)	(10,139)
F	20.027 ***	24.233 ***	17.998 ***	4.073 ***	2.760 **	1.794 †	5.968 ***	15.137 ***

Note: All correlations are two-tailed. † $p \leq 0.10$; * $p \leq 0.05$; ** $p \leq 0.01$; *** $p \leq 0.001$

different culture (Furnham, 2000; McEnery and Desharnals, 1990; Oberg, 1960). In other words, not being able to adjust to the new surroundings may cause an expatriate to leave the assignment prematurely, or complete the assignment in an ineffective manner (Hechanova et al., 2003).

5.7.1.3 Organisational Stress and Job Satisfaction

The results revealed that organisational stress was one of the predictors of NETs' job satisfaction in the study. The negative relationship between organisational stress and job satisfaction confirmed that low job satisfaction was associated with a high stress level (Keller, 1975; Hollingworth et al., 1988; Leigh et al., 1988). Employees with lower job satisfaction were found to experience more stress in terms of overload, role ambiguity, role conflict, under participation, powerlessness, low status, inadequate salary, conflicting job demands, and absence of promotion prospects (Chandraiah et al., 2003). Those who have high job dissatisfaction have less life happiness, lower performance, and high job stress (Soyle, 2007).

5.7.2 Predictors of NETs' Cross-cultural Adjustment

As shown in Table 25.1, the results from the multiple regression analysis indicated that NETs' work adjustment was predicted by education background, personality traits and role ambiguity which confirmed hypotheses 4a, 5a and 6a. The results indicated that neuroticism (Hypothesis 5a), and role ambiguity (Hypothesis 6a) were negatively related to the degree of work adjustment whereas NETs' education background (Hypothesis 4a) was positively related to work adjustment. However, previous overseas teaching experience (Hypothesis 3a) and role conflict (Hypothesis 7a) were not significantly related to work adjustment.

Personality traits were also found to be a significant predictor of NETs' interaction adjustment which confirmed hypothesis 5b. Extraversion was positively related to interaction adjustment whereas conscientiousness and neuroticism (Hypothesis 5b) were negatively related to it. Nevertheless, previous overseas living experience (Hypothesis 2a) and culture novelty (Hypothesis 8a) were insignificantly related to interaction adjustment. In addition to personality traits (extraversion), previous overseas living experience and culture novelty were also the predictors of the NETs' general adjustment. They were positively related to general adjustment which confirmed hypotheses 2b, 5c and 8b.

5.7.2.1 Personality Traits and Cross-cultural Adjustment

Personality traits were found to be a significant factor affecting all three facets of cross-cultural adjustment, including work, interaction and general in the study. Extraversion was found to be positively related to both interaction and general adjustment which confirmed Ewen's (1998) and Ramalu et al.'s findings (2010) that the greater the extraversion personality, the greater the interaction and the general adjustment will be. Ewen (1998) described that extraverts enjoy being with people, are full of energy, and often experience positive emotions. They tend to be enthusiastic, action-oriented individuals who are likely to say "Yes" to opportunities for excitement. The two components of extraversion, ambition and sociability, are the elements that enhance interaction adjustment (Hogan and Hogan, 1986). Moreover, Johnson et al. (2006) explained that extravert individuals will assert themselves to establish relationships with both host country nationals and other expatriates hence effectively learn the social culture of the host country. The cultural knowledge gained through the interaction process provides a framework for understanding and comparing different cultures, and in turn, facilitate the general adjustment to the new cultural environment.

Neuroticism was found to be negatively related to work and interaction adjustment in the study. Neuroticism is associated with lessened emotional control and stability (Mount and Barrick, 1995). Huang et al. (2005) speculated that one aspect of Chinese work culture may mitigate the negative relationship between neuroticism and work adjustment. Chinese employees normally abide by the principles of hierarchical relations in their company and in society in general, and they respect authority. They tend to obey orders from above. In a situation in which a highly neurotic expatriate shows a bad temper and inappropriate attitudes towards co-workers. The negative relationship between neuroticism and interaction adjustment could be explained by Huang et al. (2005). They contended that expatriates with high neuroticism will trigger negative sentiments such as anger and anxiety and evoke an unpleasant group climate. They are prone to lose their temper when facing problems and are less able to control their emotions in the face of others. They will find themselves having difficulties communicating with others successfully both in work settings and in building friendships.

Conscientiousness was found to be negatively related to interaction adjustment in the study. Generally speaking, an expatriate with high conscientiousness consistently works hard in his or her job assignments is willing to be responsible, and conducts tasks in an orderly and well-planned manner. Therefore, expatriates with high

conscientiousness will complete tasks successfully and achieve greater work adjustment (Shaffer et al., 2006). However, this was not the case of the NETs. The negative relationship between conscientiousness and interaction adjustment could be interpreted that conscientious expatriates will be frustrated by many unforeseen rules and customs in the new environment, which may inhibit their plans. Such unpleasant experiences may somewhat mitigate the links between conscientiousness and cross-cultural adjustment (Huang et al., 2005). Furthermore, the connection between conscientiousness and interaction adjustment is unclear. Huang et al. (2005) illustrated with the case of Taiwan that Taiwanese culture emphasises “*guanxi*” (relationship) and social exchanges. In fact, Hong Kong has a similar culture as it is one of the core values in Chinese culture. This is in contrast to the universalistic values common to Western culture. When the Chinese expect an expatriate to reciprocate in social relationships, the highly conscientious Westerner may view this as unethical (even though it is considered highly ethical in Chinese culture) and experience difficulties in such situations, which may result in high levels of stress.

5.7.2.2 Selection Mechanism and Criteria and Work Adjustment

Qualifications was found to be one of the predictors of NETs’ work adjustment in the study. The basic qualification for appointment as NETs has been clearly stated and NETs are required to possess native-speaker English competence, a recognized degree in English and relevant teacher training qualification. Preference will be given to those with experience and/or qualifications in teaching English as a foreign or second language (Hong Kong Legislative Council, 2002a). This selection criteria confirmed Black et al.’s statement that organisations tend to focus exclusively on technical competence issues (Black et al., 1991).

Besides, the EDB stated that discretion will be exercised on the merit of individual cases in appointing NETs who may not possess all the required qualifications but have ample relevant experience (Hong Kong Legislative Council, 2002a). This exemption became one of the criticisms of local English teachers against NETs. Local English teachers have the assumption that those skills are universal and applicable everywhere (Harris and Brewster, 2004). Therefore, some local English teachers complained that some NETs were not qualified. In fact, figures released by the EDB showed that 36 of the 93 new primary school NETs recruited in 2006/07 had not been through a teacher training programme (Heron, 2008). However, the EDB defended that even though some NETs might not possess the required qualifications, there were a large number of native English-speaking people who were capable of teaching English

in primary schools (Hong Kong Legislative Council, 2005h). However, local English teachers were aware that NETs were on better terms of appointment and the terms needed to be justified by experience and qualification (Heron, 2008). In turn, the intrinsic tension between local English teachers and NETs may affect their adjustment in the workplace.

Furthermore, teachers relocating internationally typically do not receive pre-departure cross-cultural training and orientation programmes which may affect their adjustment to work (Joslin, 2002). NETs are imported teachers who are directly recruited and appointed from overseas to a teaching position in Hong Kong (Sharplin, 2009). Most of the NETs had no time to functionally and culturally orientate themselves to their new location because they started their work at school once they arrived Hong Kong (Sharplin, 2009). They were unfamiliar with the education system and the curriculum. They reported a need for information about school policies (particularly behaviour management), roles and duties of support personnel, procedures for using equipment and acquiring resources, and non-teaching roles that were unfamiliar responsibilities in other cultures. Moreover, imported teachers experienced difficulties with cultural integration. NETs as teachers in their home countries have established expectations of students, schools, colleagues and have already developed a degree of teaching competence. Confronted with new cultural, social and organisational contexts, they needed to modify their expectations. They felt confronted by challenges to their competence and the time it took to regain efficacy (Sharplin, 2009).

In fact, most organisations overlook the importance of essential candidates profiles elements, such as cross-cultural skill and relation abilities, that could be good predictors of success in overseas assignment (Black et al., 1991; Tung, 1981; Mendenhall et al., 1987). Dowling and Welch (2004) stated that there are six factors affecting expatriates selection. These factors can be divided into individual (technical ability, cross-cultural suitability, and family requirements) and situational factors (cultural requirements, language, company requirements) (Dowling and Welch, 2004).

5.7.2.3 Role Ambiguity and Work Adjustment

The results revealed that role ambiguity was one of the predictors of NETs' work adjustment. The negative relationship between role ambiguity and work adjustment confirmed that the higher the associated role ambiguity, the more difficult the cross-cultural transition (Harvey, 1982). The findings supported that the greater the role ambiguity, the less the individual is able to predict the outcome of various behaviours

and the less the individual is able to utilize past success or determine appropriate new behaviours (Misa and Fabricatore, 1979; Pinder and Schroeder, 1987). Role ambiguity is the perception that one lacks information necessary to perform a job or task, leading to the person to feel helpless (Onyemah, 2008). When a person's tasks or authority are not clearly defined and the person becomes afraid to act on or take responsibility for anything which in turn affects their adjustment to work (Jones, 2007).

5.7.2.4 Previous Overseas Living Experience and General Adjustment

The results revealed that previous overseas living experience was one of the predictors of NETs' general adjustment. The findings supported that expatriates' previous international experience is believed to have a positive impact on their adjustment (Aycan, 1997). Previous overseas experience has been identified as a major factor in terms of the ability to cross-culturally adjust as well as an aspect linked to the expatriates' willingness to adopt overseas assignments (Black et al., 1991; Church, 1982). NETs, as self-initiated expatriates, themselves made the decision to go abroad to face the challenges of living and working in an unfamiliar environment (Inkson et al., 1997). Hence, expatriates are more likely to succeed if they are more international. In other words, an individual initiates anticipatory adjustment to a foreign culture before their actual arrival, and their motivation to adjust, and their awareness or degree of internationality strongly influence their subsequent cross-cultural experience and their ability to adjust a new environment (Torbiorn, 1982; Aycan, 1997). Cai and Rodriguez (1996) further explained that people with overseas experience are able to draw from their previous experience into a new situation and thereby are able to reduce stress, which in turn will make adjustment easier.

5.7.2.5 Culture Novelty and General Adjustment

Culture novelty was found to be positively related to general adjustment in the study. The findings confirmed most of the studies on expatriates adjustment that cross-cultural adjustment is more difficult to achieve with greater culture novelty (Black, 1990; Black and Stevens, 1989; Parker and McEvoy, 1993; Ward and Kennedy, 1992). Aycan (1997) asserted that once expatriates arrive in the country of assignment, the first thing they are likely to do is to examine the extent to which the new culture is similar to their own culture. If perceived differences between the home and the host country are large, then uncertainty about how to behave in a work and non-work settings is likely to be intensified. Although culture novelty was expected to NETs as self-initiated expatriates who are willing to move around and work in foreign countries

for their self-development or for other personal agenda (Inkson et al., 1997), they still have to face the challenges of living and working in an unfamiliar environment (Inkson et al., 1997).

5.7.3 Predictors of NETs' Stress

The results from the multiple regression analysis, shown in Table 25.1 indicate that NETs' cultural stress was predicted by their personality traits and culture novelty. These findings confirmed hypotheses 5d and 8c. As predicted, neuroticism (Hypothesis 5d) was positively related to cultural stress whereas culture novelty (Hypothesis 8c) was negatively related to cultural stress. Previous overseas living experience (Hypothesis 2c) was insignificantly related to cultural stress.

Previous overseas teaching experience, role ambiguity and role conflict were found to be significant predictors of NETs' organisational stress which confirmed hypotheses 3b, 6b and 7b. Both role ambiguity (Hypothesis 6b) and role conflict (Hypothesis 7b) were positively related to organisational stress. Previous overseas teaching experience (Hypothesis 3b) was negatively related to organisational stress. Personality traits (Hypothesis 5e) and education background (Hypothesis 4b) were insignificantly related to organisational stress.

5.7.3.1 Personality Traits and Cultural Stress

The results revealed that neuroticism was one of the predictors of NETs' cultural stress. The positive relationship between neuroticism and cultural stress confirmed previous studies that neuroticism was related to psychological and socio-cultural adaption (Ward et al., 2004). NETs as self-initiated expatriates may deal with much more uncertainty and bear much more risk in the move abroad as they step into a completely new territory and environment (Tams and Arthur, 2007). Expatriation is a stressful event and adjustment is needed to reduce stress (Forster, 1997; Tung, 1981). However, people high in neuroticism are easily upset, overreact to minor hassles and disturbances, and lower in adjustment and showing poor adaptation (Clark, 1993; Watson et al., 1994). They tend to interpret ambiguous stimuli in a negative or threatening manner, and are likely to see threats, problems, and crises where others do not (Costa and McCrae, 1990; Watson and Clark, 1984; Watson et al., 1994). Furthermore, people with high neuroticism are associated with passive and ineffective coping mechanism (Costa and McCrae, 1989), including hostile reaction, indecisiveness, wishful thinking, self-blame, passivity, escapist fantasy, withdrawal,

sedation, denial, mental and behavioural disengagement (Carver et al., 1989; Hooker et al., 1994; Rim, 1986; Scheier et al., 1994; Smith et al., 1989; Vickers et al., 1989). According to Selye's (1976) stages of expatriate stress, in the last stage, exhaustion, people with high neuroticism will be unable to adjust to the host country's culture and feel exhausted and lose interest in work and completing the assignment and try to come back to the parent country (Koteswari and Bhattacharya, 2007).

5.7.3.2 Culture Novelty and Cultural Stress

Culture novelty was found to be negatively related to NETs' cultural stress in the study which confirmed previous studies. Social learning theory emphasised that individuals entering a new culture tend to pay attention to those elements in the foreign cultural context that are similar to their own culture and therefore seem familiar (Bandura, 1977). However, the new cultural environment may differ from their own culture so the host culture may require different special behaviour. Black and Mendenhall (1991) mentioned that individuals are likely to exhibit inappropriate actions and these inappropriate behaviours are likely to generate negative consequences. In other words, the higher the culture novelty of the host culture, the more likely expatriates are to exhibit inappropriate behaviours and generate negative consequences which may adversely affect their adjustment in the foreign location.

5.7.3.3 Previous Overseas Teaching Experience and Organisational Stress

Previous overseas teaching experience was one of the predictors of NETs' organisational stress in the study. The findings supported that previous overseas work experience helps expatriates have better working adjustment and hence less stress (Black, 1988). Louis (1980) stated that more realistic expectations regarding international assignments were formed by those having had prior international experience. Individuals with previous transfer experiences might be able to extrapolate from these transfers and thus be more familiar with aspects of the new situation and be better at predicting what to expect with the transfer. Furthermore, Shaffer et al. (1990) pointed out that previous assignments had a moderating impact on how expatriates perceived co-worker and supervisor support which had a positive effect on work and general dimensions of adjustment.

5.7.3.4 Role Ambiguity and Organisational Stress

The results revealed that role ambiguity was one of the predictors of NETs' organisational stress. The positive relationship between role ambiguity and organisational stress confirmed that when role ambiguity increased, the job stress also increased (Khattak et al., 2013). Kahn et al. (1964) explained that role ambiguity refers to a lack of the necessary information available to a given organisational position. Job stress is the harmful physical and emotional responses that occurs when the individual doesn't have the skills and abilities to perform the job effectively or when no proper training or necessary resources have been given to perform the job (Rode, 2004; Jamal, 1990; Malik et al., 2010). Hence, role ambiguity will result in coping behaviour by the role incumbent, which may take the form of attempts to solve the problem, to avoid the sources of stress, or to use defense mechanisms which distort the reality of the situation (Kahn et al., 1964). As a result, a high degree of role ambiguity was associated with increased tension, anxiety, fear and hostility, decreased job satisfaction, loss of self-confidence, lower productivity and psychological withdrawal from the work group (Van Sell et al., 1981). Senol-Durak et al. (2006) further emphasised that role ambiguity and job stress are positively correlated with depression, anxiety and hopelessness.

5.7.3.5 Role Conflict and Organisational Stress

Role conflict was found to be one of the predictors of NETs' organisational stress in the study. The positive relationship between role conflict and organisational stress supported the findings of previous studies that the greater the role conflict, the greater the difficulty of the role transition in cross-cultural assignment (Kahn et al., 1964). Job stress occurs when an individual is confronted with conflicting job demands (Jamal, 1990; Malik et al., 2010). Role conflict in work stressor correlated significant negatively with positive psychosocial adjustment indexes like work satisfaction, affection commitment, but correlated significant positively with psychological adjustment index like tension which reflected someone's mental health (Dobrev-Martinova et al., 2002)

5.8 Summary of the Results

Table 25.2 shows the summary of research questions and hypotheses of the study. The results indicated clearly that job satisfaction, cross-cultural adjustment and stress were closely related to one another. Work adjustment, general adjustment and organisational stress were the main predictors of all three facets of job satisfaction.

Among all demographic factors, previous overseas living and teaching experience were the predictors of general adjustment and organisational stress. Besides that, the NETs' qualification was also one of the demographic variables which directly affected their work adjustment.

Culture novelty could predict NETs' general adjustment and their cultural stress. Considering personality traits, neuroticism was one of the most important personality traits that predict NETs' work and interaction adjustment and the level of cultural stress. Extraversion and conscientiousness were the other personality traits that predict their interaction and general adjustment.

Role factors were one of the most important factors affecting NETs' adjustment and stress. Work adjustment was predicted by role ambiguity whereas organisational stress was predicted by both role ambiguity and role conflict.

Table 25.2 Summary on Research Questions and Hypotheses

	Hypothesis	Result
Research Question 1: Which factor is the best predictor of the NETs' job satisfaction?		
H1a.	Work adjustment will be positively related to job satisfaction.	Support – Intrinsic, Extrinsic, General satisfaction
H1b.	Interaction adjustment will be positively related to job satisfaction.	Insufficient
H1c.	General adjustment will be positively related to job satisfaction.	Support - Intrinsic, Extrinsic, General satisfaction
H1d.	Cultural stress will be negatively related to job satisfaction.	Insufficient
H1e.	Organizational stress will be negatively related to job satisfaction.	Support – Intrinsic, Extrinsic, General satisfaction
Research Question 2: Which factor is the best predictor of the NETs' work adjustment?		
H3a.	Previous overseas teaching experience will be positively related to the degree of work adjustment.	Insufficient
H4a.	Qualification will be related to the degree of work adjustment.	Support
H5a.	Personality traits will be related to the degree of work adjustment.	Support - Neuroticism
H6a.	Role ambiguity will be negatively related to the degree of work adjustment.	Support
H7a.	Role conflict will be negatively related to the degree of work adjustment.	Insufficient
Research Question 3: Which factor is the best predictor of the NETs' interaction adjustment?		
H2a.	Previous overseas living experience will be positively related to the degree of interaction adjustment.	Insufficient
H5b.	Personality traits will be related to the degree of interaction adjustment.	Support – Extraversion, Conscientiousness, neuroticism
H8a.	Culture novelty will be positively related to the degree of interaction adjustment.	Insufficient
Research Question 4: Which factor is the best predictor of the NETs' general adjustment?		
H2b.	Previous overseas living experience will be positively related to the degree of general adjustment.	Support
H5c.	Personality traits will be related to the degree of general adjustment.	Support - Extraversion
H8b.	Culture novelty will be positively related to the degree of general adjustment.	Support
Research Question 5: Which factor is the best predictor of the NETs' cultural stress?		
H2c.	Previous overseas living experience will be negatively related to cultural stress.	Insufficient
H5d.	Personality traits will be related to cultural stress.	Support - Neuroticism
H8c.	Culture novelty will be negatively related to cultural stress.	Support
Research Question 6: Which factor is the best predictor of the NETs' organizational stress?		
H3b.	Previous overseas teaching experience will be negatively related to organizational stress	Support
H4b.	Qualification will be related to organizational stress.	Insufficient
H5e.	Personality traits will be related to organizational stress.	Insufficient
H6b.	Role ambiguity will be positively related to organizational stress.	Support
H7b.	Role conflict will be positively related to organizational stress.	Support

CHAPTER 6

ANALYSIS OF THE INTERVIEWS

This chapter is the analysis of the interviews which provides the supporting evidence for the survey. The interviews are categorised in order to understand NETs' subjective interpretation on their job satisfaction and cross-cultural adjustment.

6.1 Implementation of the Interviews and Sample Selection

As mentioned in Chapter 3, the objectives and the research questions of the study were examined by both the quantitative analysis of the survey and the qualitative interpretations of the interviews. Interviewing is an advantageous data collection method especially when an individual's role as an active subject, and his or her subjective experiences, interpretations and meanings are essential for the research problem (Hirsjarvi and Hurme, 2000). Berg (1998) further supported that qualitative study enables a researcher to share in the understandings and perception of other individuals and to explore how they structure and give meaning to their daily lives. This study focuses on NETs' subjective experiences and interpretations related to their job satisfaction and cross-cultural adjustment in Hong Kong, therefore interviewing the NETs was considered to be a reasonable choice for data collection.

Semi-structured interviews were conducted with 10 primary school NETs, 5 from the high satisfaction group and 5 from the low satisfaction group, in Hong Kong in May and June of 2011. 52 of 150 respondents agreed to participate in the follow-up interviews. The respondents were ranked by the score of "General Satisfaction". Then the invitations to the follow-up interview were sent through email. The top 5 scorers were contacted and 2 of them agreed to participate in the interview. Invitations were then extended to the respondents who ranked from 6th to 10th highest. As a result, the sample of the high satisfaction group was formed by the scorers who ranked the third (H3), the fifth (H5), the sixth (H6), the seventh (H7), and the ninth (H9) on the scale of "General Satisfaction" in the survey. Similarly, the lowest 5 scorers were contacted and 2 of them agreed to participate in the interview. Invitations were then extended to the

respondents who ranked from 6th to 10th lowest. As a result, the sample of the low satisfaction group was formed by the scorers who ranked the lowest (L1), the fifth lowest (L5), the seventh lowest (L7), the ninth lowest (L9) and the tenth lowest (L10) on the scale of “General Satisfaction” in the survey study.

The interviews were conducted on an individual basis, using a semi-structured set of questions. Data was gathered from face-to-face in-depth interviews with respondents which were set by appointment beforehand. The interview was designed to be of forty-five minutes to one hour duration. However, in practice, the interviews were between one hour and three hours in duration. The interviews were audio-recorded and the interview notes were transcribed. At all stages, NETs were continuously reminded that any information they provided may be done so on a purely voluntary basis. Moreover, they were re-assured that their names and their schools would not appear on any data collected and would be kept strictly confidential.

The interview questions were developed on the basis of the areas identified in the literature of NETs as expatriates and factors affecting their job satisfaction, cross-cultural adjustment and stress. The aims of the interview was to explore how the NETs described and interpreted their experience as self-initiated expatriates in Hong Kong, their job satisfaction as imported teachers, their cross-cultural adjustment in terms of work, interaction and general adjustment, their cultural and organisational stress, and the factors affecting their cross-cultural adjustment and expatriate stress which included previous overseas experience, qualification, personality traits, role ambiguity, role conflict, and culture novelty.

6.2 Analysis of the Interviews

Qualitative data analysis is a systematic and transparent way of making sense of and deriving meaning from the data collected (Punch, 2005). Each of the interviews was transcribed carefully by listening to the audio recording and then translating it into text verbatim. This study analysed the qualitative data using an interpretative approach, also known as a “descriptive approach”. It provides thorough descriptions and interpretations of social phenomena, including its meaning to those who experience it (Tesch, 1991). This technique helps to structure data extracted from interviews in a rational way to determine factors, actions and reactions. It also presents a holistic view of data rather than a condensed view. In addition, the data was further analysed through coding and categorising into a set of themes.

The findings from the analysis of the data collected through the ten semi-structured interviews are presented in this chapter. First, the essential background information of each respondent are presented. Following that, the demographic factors of the respondents are discussed. Then the findings representing the personal experiences of the NETs on the aspects affecting their cross-cultural adjustment and their job satisfaction are analysed. The perceptions on different aspects between the high satisfaction group and the low satisfaction group are also compared.

6.3 Respondent Profile

Before presenting the findings on the main themes, a brief introduction to the NETs' background is given. Background information could be considered essential to understand the overall situation of each NET, and in order to understand the subjective experience each NET has faced in Hong Kong.

To maintain the anonymity of the respondents, a code was used to represent each of them. The respondents who have a code starting with the letter "H" represented the high satisfaction group whereas those who have a code starting with the letter "L" represented the low satisfaction group. The number after the code "H" or "L" meant the rank in that group when sampling. For instance, L1 was the lowest scorer on the scale of "General satisfaction" among all 52 respondents who agreed to take part in the follow-up interview. Similarly, H3 was the third highest scorer among those 52 respondents. After the code and the number, the letters were the abbreviation of the respondents' names.

6.3.1 Demographic Background

Table 26.1 presents the demographics of the NETs from both the high and the low satisfaction group. In the high satisfaction group, four of the five NETs were female. Three of them were between aged 41 and 50, whereas one was between aged 31 and 40, and another was above aged 51. One NET who did not mention her nationality whereas four of them had different nationality, including British, Irish-Canadian, South African, and Trinidadian. All of the NETs had been living overseas from 3 to 15 years. Three of them had lived and taught in countries other than their home country. All of them had 7 to 30 years of teaching experience in both their home country and overseas. H3Sa had teaching experience outside the NET Scheme in Hong Kong while four of them had 3 to 7 years of teaching experience in Hong Kong and under the NET Scheme. H3Sa did not know any Chinese language whereas the other four NETs'

Table 26.1 Respondents' Profile - Demographics

Items	Mean	H3 (Sa)	H5 (Se)	H6 (Je)	H7 (Na)	H9 (Da)	L1 (Cr)	L5 (Ca)	L7 (Ja)	L9 (Ga)	L10 (Sr)
Demographics											
1. Gender	--	--	Female	Male	Female	Female	Male	Male	Male	Male	Female
2. Age	--	41-50	41-50	51 or above	41-50	31-40	51 or above	20-30	31-40	31-40	20-30
3. Nationality	--	British	Irish-Canadian	Unknown	S.African	Trinidadian	British	British	Canadian	British	British
4. Number of years living overseas (including Hong Kong)	7.90	15.58	13.50	8.42	7	3.83	11	2.50	9.42	10	2.83
5. Countries you have been living in other than your home country	--	Qatar, S. Korea	S. Korea, Taiwan, Thailand, Turkey, Russia, Oman, France, Spain, UK, Ireland	Brunel	--	--	China, Israel, New Zealand, Switzerland, Australia, Sweden	--	Japan, Macau	--	--
6. Number of years teaching in your home country and overseas (excluding Hong Kong)	9.53	10.58	7	26.42	30	7	22	0	4	0	0
7. Countries you have been teaching in other than your home country	--	Qatar, S. Korea	S. Korea, Taiwan, Thailand, Turkey, Russia, Oman, France, Spain, UK, Ireland	Brunel	--	--	New Zealand, Australia	--	Japan, Macau	--	--
8. Number of years teaching in Hong Kong (including NET Scheme)	5.34	4.83	4.75	3.75	7	3.83	9	2.50	4.75	8.83	2.93
9. Number of years teaching under the NET Scheme	4.19	1.83	4.25	3.75	7	3.83	9	0.83	4.58	1.75	1.83
10. General Chinese Language Proficiency	--	None	Novice	Novice	Novice	Novice	Novice	Intermediate	Novice	Novice	Novice
11. Education Background	--	Any degree + TEFL	Eng degree + Teacher qual in pre + TEFL	Eng degree + Teacher qual in pre + TEFL	Eng degree + Teacher qual in pre + TEFL	Eng degree	Any degree + TEFL	Any degree + TEFL	Any degree + TEFL	Any degree + TEFL	Eng degree + TEFL
12. Other Education	--	--	Master of Education	Master in Linguistics	--	Master of Arts in Spanish	Master of Education, Dip Advisor on Hear Imp, Dip Ed Stud Hear, Imp	--	Master in Management	--	--

general Chinese language proficiency was at a novice level. Regarding their education background, three of the NETs had a bachelor degree in English with a teacher qualification in primary education and Teaching English as Foreign Language (TEFL). One of them had a bachelor degree in another subject and TEFL where one of them had a bachelor degree in English. Three of them had a master degree in Education, Linguistics and Spanish respectively.

In the low satisfaction group, four of the five NETs were male. One NET was above aged 51, two of them were between aged 20 and 30 and two were between aged 31 and 40. One NET was Canadian while the other four were British. All of the NETs had been living overseas from 2 to 11 years. Two of them had lived and taught in countries other than their home country. Two of them had no teaching experience at all before they came to Hong Kong. One NET had 4 years of overseas teaching experience and another one had 22 years of overseas teaching experience. Three of them had teaching experience outside the NET Scheme in Hong Kong where two of them had 4 to 9 years of teaching experience in Hong Kong and under the NET Scheme. L5Ca's general Chinese language proficiency was at the intermediate level whereas four of them were at the novice level. Regarding their education background, three of the NETs had a bachelor degree in another subject and TEFL. One of them had a bachelor degree in English and one of them had a bachelor degree in other subject with teacher qualification in primary education and Teaching English as Foreign Language (TEFL). Two of them had a master degree in Education and Management respectively.

A number of background attributes of teachers themselves have been found to be linked to levels of satisfaction (Sargent and Hannum, 2003). The demographics of both the high and the low satisfaction group is summarised in Table 26.2. The high satisfaction group was dominated by females whereas the low satisfaction group was dominated by males. It supported that female teachers were more satisfied with their professional role as a teacher than were their male counterparts (Chapman and Lowther, 1982; Ma and MacMillan, 1999; Perie et al., 1997). Chapman and Lowther (1982) proposed a conceptual scheme of the influences affecting teachers' career satisfaction and reported a study using that scheme to investigate the relationship between selected abilities, values, and accomplishments and teachers' career satisfaction. They found that women were more satisfied with their teaching career than men. Ma and Macmillan (1999) found a similar result in their study of the New Brunswick Elementary School to examine how teacher professional satisfaction is related to background characteristics and workplace conditions measured teaching

competence, administration control, and organisational culture. They further found that this gender gap in professional satisfaction grew with increased teaching competence. Perie et al. (1997) analysed National Center For Education Statistics 1993-1994 Schools and Staffing Survey, a large and comprehensive data set on elementary and secondary schools, teachers, and principals in both the public and private sectors in the US. They found that both public and private elementary schools had a greater percentage of female teachers than male teachers classified as having high levels of satisfaction. Over half of the female private school teachers have high levels of satisfaction, compared to about 43 percent of male teachers.

In addition, more young teachers were in the low satisfaction group (aged 20-40) than in the high satisfaction group (aged 31-50). It supported that young teachers are more likely to feel dissatisfied and leave than older teachers (Ingersoll, 2001; Murnane, 1987). Ingersoll (2001) analysed the Schools and Staffing Survey and its supplement, the Teacher Followup Survey conducted by the National Center for Education Statistics and found that young teachers are more likely to feel dissatisfied than older teachers.

The NETs in the high satisfaction group were from different countries whereas 4 of the NETs in the low satisfaction group were mainly British. Although the NETs from both the high and the low satisfaction group had a similar number of years living overseas and teaching in Hong Kong, 3 from the low satisfaction group had no teaching experience before they came to Hong Kong. It indicated that previous overseas work experience helps expatriates have better working adjustment (Black, 1988). Similarly, the NETs from both groups were mainly at the novice level of general Chinese language proficiency. Three NETs from the high satisfaction group had the full qualifications in primary English teaching and TEFL whereas only one from the low satisfaction group had the same qualification. To sum up, the NETs as self-initiated expatriates were a more heterogeneous group than corporate sponsored expatriates (Suutari and Brewster, 2000) The groups included both people in their early careers as well as experienced people who chose to pursue their career aboard (Suutari and Brewster, 2000).

Table 26.2 Comparison of Respondents' Profile - Demographics

Demographics	High Satisfaction Group	Low Satisfaction Group
Gender	• 1 Male, 4 Female	• 4 Male, 1 Female
Age	• 1 aged 31-40 • 3 aged 41-50 • 1 aged above 51	• 2 aged 20-30 • 2 aged 31-40 • 1 aged above 51
Nationality	• 1 British • 1 Irish-Canadian • 1 South African • 1 Trinidadian • 1 Unknown	• 4 British • 1 Canadian
Number of years living overseas (including Hong Kong)	• Between 3 and 15 years	• Between 2 and 11 years
Number of years teaching in your home country and overseas (excluding Hong Kong)	• Between 7 and 30 years	• Between 0 and 22 years
Number of years teaching in Hong Kong (including NET Scheme)	• Between 3 and 7 years	• Between 2 and 9 years
Number of years teaching under the NET Scheme	• Between 1 and 7 years	• Between 1 and 9 years
General Chinese Language Proficiency	• 1 None • 4 Novice	• 4 Novice • 1 Intermediate
Education Background	• 3 Bachelor degree in English with teacher qualification in primary education with TEFL • 1 Bachelor degree in any subject with TEFL • 1 Bachelor degree in English	• 1 Bachelor degree in English with teacher qualification in primary education with TEFL • 3 Bachelor degree in any subject with TEFL • 1 Bachelor degree in English with TEFL
Other Education	• 3 Master degree	• 2 Master degree

6.3.2 Teaching Background and Reason to Join the PNET Scheme

The interviews started with a question regarding the NETs' personal background in which they could give general information about their employment history and their reason for coming to Hong Kong and joining the PNET Scheme. Table 27.1 shows that all five NETs from the high satisfaction group were school Language teachers in their home or other countries. Conversely, Table 27.2 shows that all five NETs from the low

satisfaction group did not work in any formal school setting before being a NET although four of them (L1Cr, L5Ca, L7Ja, L9Ga) worked in the organisations related to English teaching.

Table 27.1 Respondents' Background (High Satisfaction Group)

Items	H3 (Sa)	H5 (Se)	H6 (Je)	H7 (Na)	H9 (Da)
1. Personal background	<ul style="list-style-type: none"> As an English as a Foreign Language Teacher in HK, South Korea and Qatar Worked for the British Council for 13 years, 3 years in Hong Kong 	<ul style="list-style-type: none"> As a part-time English teacher in private language schools in Canada 	<ul style="list-style-type: none"> As a primary school teacher in Australia and in Brunei Worked with ESL in Australia for 6 years and did her master degree 	<ul style="list-style-type: none"> As a language teacher in South Africa 	<ul style="list-style-type: none"> As a secondary school teacher in Caribbean
2. Reasons to come to Hong Kong	<ul style="list-style-type: none"> Was getting older and a bit tiring to move countries Hong Kong is an easy place to live – safe and comfortable 	<ul style="list-style-type: none"> Not very satisfying as a professional teacher Had always been his intention to travel 	<ul style="list-style-type: none"> Would like a cultural change and decided to go overseas 	<ul style="list-style-type: none"> Looked for something different Her sister was living here in Hong Kong 	<ul style="list-style-type: none"> Her aunt who lived in Hong Kong suggested her to stay
3. Reasons to join the NET Scheme	<ul style="list-style-type: none"> Knew people in the NET Scheme who were quite complimentary 	<ul style="list-style-type: none"> NET package is good (money, flight, level of professionalism) Got a permanent full-time teaching position in a secondary school 	<ul style="list-style-type: none"> Money 		

Table 27.2 Respondents' Background (Low Satisfaction Group)

Items	L1 (Cr)	L5 (Ca)	L7 (Ja)	L9 (Ga)	L10 (Sr)
1. Personal background	<ul style="list-style-type: none"> As a special advisor and a therapist in New Zealand Worked in an international school, teaching English to people doing a preliminary year before going into university 	<ul style="list-style-type: none"> Worked in a kindergarten for a few months in Hong Kong Worked in a primary school as assigned the job by the learning centre in Hong Kong 	<ul style="list-style-type: none"> Taught English in a private company in Japan Worked in a training company, tutoring kids and training for companies 	<ul style="list-style-type: none"> Worked in Hong Kong for a year as a placement in the university Got a job from a language centre in Hong Kong 	<ul style="list-style-type: none"> Worked in an organization in Hong Kong
2. Reasons to come to Hong Kong	<ul style="list-style-type: none"> Wanted a change and live somewhere different Friends who lived in Taiwan encouraged him to go to Asia 	<ul style="list-style-type: none"> Wanted to travel after graduated with a psychology degree A friend who lived in Hong Kong encouraged him to come to HK 		<ul style="list-style-type: none"> Enjoyed the city and the way of life Wanted to live overseas Hong Kong is a place that he could find a western life, the language, the food and the culture 	<ul style="list-style-type: none"> Wanted to try living in another country
3. Reasons to join the NET Scheme	<ul style="list-style-type: none"> Worked in a pilot scheme "Inter-Support Teaching Network" for a year in HK The NET Scheme started a year after this pilot scheme 	<ul style="list-style-type: none"> Applied the NET Scheme after worked in a local primary school 	<ul style="list-style-type: none"> Applied the NET Scheme after worked in a training company 	<ul style="list-style-type: none"> A financial decision Wanted to become more professional 	<ul style="list-style-type: none"> Was interested in teaching because she was an English major Applied the NET Scheme after worked in an organization in HK

All NETs from both the high and the low satisfaction group could be classified into at least one of the metaphors, suggested by McKenna and Richardson (2007), based on the reasons why the NETs as self-initiated expatriates choose to go aboard and join the NET Scheme. As shown in Table 27.1, four of the NETs in the high satisfaction group (H3Sa, H5Se, H6Je, H9Da) could be classified as having “Mercenary reasons” as they seek a better lifestyle (*“Hong Kong is an easy place to live”, “my sister was living here in Hong Kong”, “my aunt who lived in Hong Kong suggested me to stay”*), rewards (*“got a permanent full-time job”*) and benefits (*“NET package is good”*). Three of them (H5Se, H6Je, H7Na) could also be classified as “Explorers” as they seek to experience the adventure of new environment abroad (*“had been his intention to travel”, “want a cultural change” and “look for something different”*). H5Se could also be classified into the “Refugees” category as he desired to escape from certain conditions at home (*“not very satisfying as a professional teacher”*).

As shown in Table 27.2, the NETs in the low satisfaction group could be classified into two main metaphors: Mercenary reasons and Explorers. All NETs in the low satisfaction group could be classified as having “Mercenary reasons” as they sought a better lifestyle (*“Hong Kong is a place that he could find a western life”, “friends who lived in Taiwan encouraged him to go to Asia”, “A friend who lived in Hong Kong encouraged him to come to Hong Kong”*), rewards (*“got a permanent full-time job”, “wanted to be more professional”*), and benefits (*“a financial decision”*). Four of them (L1Cr, L5Ca, L9Ga, L10Sr) could be classified as “Explorers” as they sought to experience the adventure of new environment abroad (*“wanted a change and live somewhere different”, “wanted to travel after graduate”*).

Table 27.3 shows that a few characteristics of self-initiated expatriates, suggested by Inkson et al. (1997), could be found in the case of the NETs. The NETs tended to see their international experience as a means of developing themselves personally. They were also willing to move around the world and worked in foreign countries for their self-development or for other personal agenda. The findings also supported Richardson and Mallon’s study (2005) that individual desire for adventure, life change, and family concerns are key incentives driving the decision to expatriate and that the expatriation experience has enriched their career experience.

Table 27.3 Comparison of the NETs' Teaching Background and Reason to Join the NET Scheme

Demographics	High Satisfaction Group	Low Satisfaction Group
Personal Background	<ul style="list-style-type: none"> • 5 School Language Teacher 	<ul style="list-style-type: none"> • 4 Worked in an organisation related to English teaching • 1 Worked in an organisation irrelevant to education
Reasons to come to Hong Kong	<ul style="list-style-type: none"> • 3 wanted a change and live somewhere different • 2 family member's encouragement and have family members who have already lived in Hong Kong • 1 enjoyed the city and the way of life • 1 tired to move countries • 1 did not very satisfying as a professional teacher 	<ul style="list-style-type: none"> • 4 wanted a change and live somewhere different • 2 friend's encouragement and have friends who have already lived in Hong Kong or Asia • 1 enjoyed the city and the way of life
Reasons to join the NET Scheme	<ul style="list-style-type: none"> • 1 Got a permanent full-time teaching position in a school • 2 Remuneration Package (money, flight, professionalism) is good • 1 Recommended by friend who worked in the NET Scheme 	<ul style="list-style-type: none"> • 4 Got a permanent full-time teaching position in a school after worked in a non-school setting • 1 Remuneration Package (money, flight, professionalism) is good • 1 Interested in teaching English
Classification by Metaphors (McKenna and Richardson, 2007)	<ul style="list-style-type: none"> • 4 Mercenary reasons • 3 Explorers • 1 Refugees 	<ul style="list-style-type: none"> • 5 Mercenary reasons • 4 Explorers

6.3.3 Current Job Duties

In addition to the NETs' personal background, questions about their current teaching and non-teaching duties were asked. Table 28.1 shows that all NETs from the high satisfaction group taught across different year levels. Four of them (H3Sa, H5Se, H7Na, H9Da) worked with PLP-R or PLP-R/W, the reading and writing program developed by the NET Section in the EDB. Four of them (H5Se, H6Je, H7Na, H9Da)

Table 28.1 Respondents' Current Job Duties (High Satisfaction Group)

Items	H3 (Sa)	H5 (Se)	H6 (Je)	H7 (Na)	H9 (Da)
1. Current Teaching Duties (June 2011)	<ul style="list-style-type: none"> • 15 classes in total • Primary 1, 2 and 3 • PLP-R 	<ul style="list-style-type: none"> • 2 classes in total • Primary 4 and 6 and some Primary 1 and 3 • The Language Arts Stream Class • PLPR (the first few years) 	<ul style="list-style-type: none"> • Primary 1, 2 and 3 • A school-based phonics programme 	<ul style="list-style-type: none"> • 9 classes in total • Primary 3 and 4 • PLP-R 	<ul style="list-style-type: none"> • PLP-R and PLP-R-W
2. Current Non-teaching Duties (June 2011)		<ul style="list-style-type: none"> • Wrote a new textbook for Primary 4, 5 and 6 	<ul style="list-style-type: none"> • A TSA Practice 	<ul style="list-style-type: none"> • An enrichment programme with a top ten students in Primary 3 and 5 	<ul style="list-style-type: none"> • A volunteer-based after-school activity
3. Current Term of Work (June 2011)	<ul style="list-style-type: none"> • 3 years in the current school 	<ul style="list-style-type: none"> • 3 years in the current school 	<ul style="list-style-type: none"> • 4 years in the current school 	<ul style="list-style-type: none"> • 8 years in the current school 	<ul style="list-style-type: none"> • 3 years in the current school • 5 years in the NET Scheme
4. Latest Work Condition (July 2012)	<ul style="list-style-type: none"> • Completed the second contract • Re-newed another 2-year contract 	<ul style="list-style-type: none"> • Completed the second contract • Re-newed another 2-year contract • Would like to stay in the current school as long as they will keep him 	<ul style="list-style-type: none"> • Re-newed the last contract until the retirement 	<ul style="list-style-type: none"> • Still worked at the same school 	<ul style="list-style-type: none"> • Completed the second contract • Re-newed another 2-year contract • Coped with the new administration and had a complete opposite feeling of how she felt when she did the interview

Table 28.2 Respondents' Current Job Duties (Low Satisfaction Group)

Items	L1 (Cr)	L5 (Ca)	L7 (Ja)	L9 (Ga)	L10 (Sr)
1. Current Teaching Duties (June 2011)	<ul style="list-style-type: none"> • 18 classes in total • Primary 1, 2 and 6 • Reading and speaking 		<ul style="list-style-type: none"> • 12 classes in total • Primary 3, 4 and 5 	<ul style="list-style-type: none"> • Primary 1 and 2 • PLP-R-W 	<ul style="list-style-type: none"> • Primary 1, 2 and 3 • School-based phonics programme
2. Current Non-teaching Duties (June 2011)			<ul style="list-style-type: none"> • English Ambassador Team, kindergarten open day, lunch time activities, English Club, Reading scheme, extra-curricular activities 		<ul style="list-style-type: none"> • English Ambassador Team, kindergarten open day, lunch time activities, extra-curricular activities
3. Current Term of Work (June 2011)	<ul style="list-style-type: none"> • 2 years in the current school • 9 years in the NET Scheme 	<ul style="list-style-type: none"> • 2 years in the current school • Completed the first contract • Re-newed another 2-year contract 	<ul style="list-style-type: none"> • 6 years in the current school • Completed his third contract • Left the NET Scheme 	<ul style="list-style-type: none"> • 1 year in the current school • 3 years in the NET Scheme 	<ul style="list-style-type: none"> • 3 years in the current school • 5 years in the NET Scheme
4. Latest Work Condition (July 2012)	<ul style="list-style-type: none"> • Completed his last contract and retired 	<ul style="list-style-type: none"> • Was in the middle of the second contract • Considered going back to the UK after completed the contract 	<ul style="list-style-type: none"> • As an English teacher in the local secondary school 		<ul style="list-style-type: none"> • Completed the second contract • Left the NET Scheme

had non-teaching duties which included writing a new textbook for Primary 4-6, TSA practice, an enrichment program, and a volunteer-based after-school activity. Similarly, all NETs from the low satisfaction group taught across different year levels. Only L9Ga worked with PLP-R/W. As shown in Table 28.2, L7Ja and L10Sr were responsible for

an English Ambassador team, kindergarten open day, lunch time activities, and extra-curricular activities such as English Club and Reading Scheme.

Follow-up emails were sent a year after the interview in July 2012 to see how their latest work conditions were. At the time of the interview, H3Sa, H5Se and H9Da in the high satisfaction group had been working in their current schools for 3 years. H6Je and H7Na had been working in their current schools for 4 and 8 years respectively. In the low satisfaction group, L1Cr and L5Ca had been working in their current schools for 2 years. L9Ga, L10Sr and L7Ja had been working in their current schools for 1, 3 and 6 years respectively. A year on, all NETs in the high satisfaction group renewed their contracts and were still working in their current schools in July 2012. In contrast, four of the NETs in the low satisfaction group left the NET Scheme a year after the interviews. The results indicated that job satisfaction was one of the reasons underpinning the NETs' choice to renew their contract which is consistent with the findings of the survey done by the EDB in 2005 (Hong Kong Legislative Council, 2005i, para.6).

6.4 Determinants of NETs' Job Satisfaction and Cross-cultural Adjustment

The interviews with the NETs aim to gain an in-depth understanding of their subjective experience, interpretations and meanings of their job satisfaction and cross-cultural adjustment. In order to categorise the NETs' responses, the determinants of job satisfaction mentioned in Herzberg's Two-Factor Theory, Weiss et al.'s intrinsic and extrinsic satisfaction and Hackman and Oldham's Job Characteristics Model were used as the dimensions for NETs' job satisfaction. The items in the survey, including the scale of personality, culture novelty, role ambiguity, role conflict, cultural stress, organisational stress, general adjustment, interaction adjustment, work adjustment, and all three dimensions of job satisfaction, were re-grouped and used as the indicators for coding the NETs' responses.

The analysis of the study adopted Downes et al.'s (2002) three dimensions of expatriate satisfaction: the organisational-, the individual- and the environment-level determinants. The **organisational-level determinants** comprised 3 key dimensions: job characteristics (skill variety, task identity, task significance, professional autonomy, and feedback), job content (responsibility, workload, role ambiguity, role conflict, career advancement and feeling of accomplishment), and work context (satisfaction with pay, satisfaction with supervisors, satisfaction with co-workers, relationship with co-workers, co-worker support and work environment). **The environmental-level determinants**

comprised 2 key dimensions: living in Hong Kong and dealing with local people. The **individual-level determinants** comprised mainly the personality traits of being a NET.

6.5 Organisational-level Determinants of NETs' Job Satisfaction

Some studies found that job characteristics strongly influence worker's attitudes, including satisfaction and commitment (Miller and Monge, 1986; Cotton and Tuttle, 1996; and Vidal et al., 2007). Job characteristics refer to variables that describe characteristics of jobs performed by employees. For the analysis of the interviews, the variables included skill variety, task identity, task significance, professional autonomy, and feedback (Hackman and Oldham, 1980; Guzzo et al., 1993).

In addition to job characteristics, job content was analysed in terms of responsibility (Katz and Seuffer, 1996), workload (Black, 1988), role ambiguity and role conflict (Bonache, 2005). Growth need strength (career advancement and feeling of accomplishment), suggested in both Job Characteristics Model and Two-Factor Theory were also analysed. Moreover, work context (satisfaction with pay, satisfaction with satisfaction with supervisors, satisfaction with co-workers, relationship with co-workers, co-worker support, and work environment) were included in the analysis of NETs' job satisfaction.

6.5.1 Job Characteristics

6.5.1.1 Skill Variety

Skill variety refers to the use of an appropriate variety of people's skills and talents (Hackman and Oldham, 1980). It was also considered as one of the core job characteristics that influence worker's satisfaction (Hackman and Oldham, 1980; Guzzo et al., 1993). Four items in the survey were used to understand the NETs' skill variety. They were "*Integrating information and work practices for various cultural sources*", "*Inadequate transfer of technical concepts and expertise*", "*The chance to do different things from time to time*", and "*The chance to do something that makes use of my abilities*". Table 29.1 shows the responses of the NETs to skill variety and the comparison between the high and the low satisfaction group.

In the high satisfaction group, three of the NETs showed that they had a chance to do something that made use of their abilities. They mentioned that their English language proficiency as a native-English speaker was being used. H3Sa used the term

“a walking dictionary” to describe how her local co-workers used her when there was a dispute between teachers over a point of grammar. H9Da further elaborated the similar viewpoint by saying that,

“If they (the local teachers) need me to read a document, check the grammar, spelling, punctuation, language, I can sit down and do that. If they want to translate something, I will do the editing, proofreading, or cleaning and tidying up of the language. If they want to check the exam paper and see if there are any mistakes, I will do it.” (H9Da)

In addition to their language proficiency, the NETs’ abilities as a professional language teacher were being respected too. They mentioned that,

“I wrote a new textbook for Primary 4, 5 and 6. It’s been rewriting the curriculum and really innovating a lot of things.” (H5Se)

“If they (the local teachers) want to know a particular topic, for instance process writing, for staff professional development, I need to find out, investigate, maybe contact my AT and then do a workshop with them.” (H3Sa)

As H5Se mentioned that “being used in a way that makes the most out of my abilities or develops the abilities that I want to develop”, making use of people abilities is one of the job characteristics that influence people’s attitudes, including satisfaction and commitment (Miller and Monge, 1986; Cotton and Tuttle, 1986; Vidal et al., 2007).

On the contrary, the NETs in the low satisfaction group mentioned that they were unable to integrate information and work practices from various cultural sources, unable to transfer the technical concepts and expertise, and had no chance to do something that make use of their abilities.

First of all, as co-teaching was one of the common practices under the NET Scheme, the interaction between NETs and local English teachers in the classroom would be a good role model for students. However, L1Cr supported the idea that the reluctance, or lack of opportunity, or motivation, of the local English teachers to practise their English meant that there was far less modelling and scaffolding available to the students (Griffin et al., 2007). He stated his opinion by saying that,

“Some (local) teachers have got it wrong. They believed that “the NET is the expert. You (the NET) do it and we just want to watch and help. NET and local teacher can be a positive support model, almost like husband and wife, so that the kids see you (the local teacher) enjoying talking to me and not having a

problem. If the kids see the local teachers can do it, they think they can do it.” (L1Cr)

Furthermore, the NETs in the low satisfaction group also indicated that there was an inadequate transfer of technical concepts and expertise. L9Ga agreed that some of English teaching conceptions could not be transferred from his home country to Hong Kong. For instance, local English teachers possessed the concepts of “Knowledge Transmission” and “Acquisition of Language Skills” (Man, 2002). They spent a lot of time on doing correction and dictation. However, L9Ga emphasised the role of teacher as a facilitator. He argued that,

“We do not do anything like that correction rubbish. We do draft, such as first writing, second writing and so on. We do some dictation but it’s all 5-minute quick and fun dictation. I don’t just read out the words. Sometimes I read out like a sentence and then they have to write out the missing words. All the students seem to like it because they like the aspect of they think, ‘Oh, I’ve got them all right! They (the local teachers) would spend 30 minutes each week for dictation.” (L9Ga)

When compared with the NETs in the high satisfaction group, those who were in the low satisfaction group did not feel that their abilities had been utilized. They agreed that their teaching roles were being undermined in terms of their teaching time. L1Cr and L5Ca responded in a similar way that their levels of satisfaction was minimal because, in the case of L1Cr, he saw the kids for 24 out of 40 weeks in a school year which was not enough. L5Ca also said that,

“I don’t feel as though I’m utilized or used to the capacity that they could. I only teach for 30% of the time. There’s been days when it’s been incredibly frustrating and you just feel like you’re wasting your time because I’m sitting here with nothing to do.” (L5Ca)

The findings showed that some schools were not able to allocate work effectively to NETs so that they could display their professional capabilities (Hong Kong Legislative Council, 1999a, para.7). The results were consistent with Moffat’s findings (2008) that most of the difficulties faced by NETs did not relate directly to the classroom, but related to NETs’ identity as competent, experienced professionals and as valuable and valued members of a school community. When these are challenged or ignored, frustration and dissatisfaction occur. Gruneberg (1979) asserted that jobs which are de-skilled and lack variety are less satisfying than are jobs which allow for the individual’s abilities to emerge.

Table 29.1 Comparison of NETs' Job Characteristics – Skill Variety

Items*		High Satisfaction Group	Low Satisfaction Group
CS3	Integrating information and work practices from various cultural sources	<ul style="list-style-type: none"> + H3Sa (scored 5 out of 5 in the scale. 5 means extremely satisfied.) + They (the local teachers) will use me like a walking dictionary so if there's a dispute between teachers over a point of grammar, then I will be the person that ends up sort of adjudicating. If there's one person comes to me and asks me a question, then a few minutes later, somebody else will come and ask the same question. 	<ul style="list-style-type: none"> - L1Cr (scored 9 out of 9 in the scale. 9 means very intense) - Some (local) teachers have got it wrong... the NET is the expert. You (the NET) do it and we just want to watch and help. - NET and Local teacher can be a positive support model, almost like husband and wife, so that the kids see you (the local teachers) enjoying talking to me and not having a problem. If the kids see the local teachers can doing, they think they can do it.
CS4	Inadequate transfer of technical concepts and expertise		<ul style="list-style-type: none"> - L9Ga (scored 1 out of 9 in the scale. 9 means very intense) - We don't do anything like that correction rubbish (back home in England). We do draft, such as first writing, second writing etc. - We do some dictation but it's all 5-minute quick and fun dictation. I don't just read out the words. Sometimes I read out like a sentence and then they have to write out the missing words using letters. All the students seem to like it because they like the aspect of they think, "Oh, I've got them all right!" - Dictation here in the local school, they'd spend 30 minutes each week.
IS3	The chance to do different things from time to time		
IS11	The chance to do something that make use of my abilities	<ul style="list-style-type: none"> + H5Sa (scored 5 out of 5 in the scale. 5 means extremely satisfied.) + I wrote a new textbook for the primary 4, 5 and 6. + It's been rewriting the curriculum and really innovating a lot of things and that's what I really enjoy. + Being used in a way that makes the most out of my abilities or develops the abilities that I want to develop. + H5Se (scored 5 out of 5 in the scale. 5 means extremely satisfied.) + The NET not only serves the children but the staff as well. I do a lot of things for the staff. + If they (the local teachers) want to know a particular topic for staff professional development, I need to find out, investigate, maybe contact my AT and then do a workshop with them. + If they need me to read a document, check the grammar, spelling, punctuation, language, I can sit down and do that. + If they want to translate something, I will do the editing, proofreading, or cleaning and tidying up of the language. + If they want to check the exam paper and see if there are any mistakes, I will do it. + In that way, I do serve the staff. 	<ul style="list-style-type: none"> - L1Cr (scored 1 out of 5 in the scale. 5 means extremely satisfied.) - If I felt like how I'm being utilized and how I could be utilized... I'd say it's between a 2 and 1 (out of the scale of 1-5 job satisfaction) - The level of satisfaction is minimal because there's 40 weeks in a school year. I see the kids for 24 weeks. That's not good enough. - L5Ca (scored 1 out of 5 in the scale. 5 means extremely satisfied.) - I don't feel as though I'm utilized or used to the capacity that they could. - I only teach for 30% of the time. - There's been days when it's been incredibly frustrating and you just feel like you're wasting your time because I'm sitting here with nothing to do.

*CS3 and CS4 = Item 3 and 4 in the Scale of Cultural Stress; IS3 and IS11 = Item 3 and 11 in the Scale of Intrinsic Satisfaction

6.5.1.2 Task Identity

Task identity refers to the ability to identify with the work at hand (Hackman and Oldham, 1980). Three items in the survey were used to understand the NETs' task identity. They were "*I have clear, planned goals and objectives for my job*", "*I know exactly what is expected of me*", and "*Performance standards and expectations*". Table 29.2 shows the responses of the NETs to task identity and the comparison between the high and the low satisfaction group.

In the high satisfaction group, three of the NETs showed that they had clear, planned goals and objectives for their jobs. They mentioned that their goals had been fulfilled and even exceeded their expectation. H3Sa and H6Je clearly mentioned that they wanted to do well for children and schools. For students, H6Je indicated that job satisfaction came with the feeling at the end of the class, whether "that went really well" or "you feel flat". This kind of self-evaluation supported that classroom activities are one of the teacher's intrinsic satisfaction since daily interaction with students informs teacher about whether or not student has learned something as a result of their teaching (Lee et al., 1991). H6Je expressed that,

"I think you want to feel as if you're doing a good job in school. Job satisfaction comes with feeling at the end of the class....sometimes you feel really high "that went really well" or you feel flat "oh that was so bad. I shouldn't have done that". I did want to do a good job when I came and I do try to fit in with what people want me to do. I think what I aim to do I feel has probably been achieved." (H6Je)

For schools, both H3Sa and H6Je agreed that they did want to do a good job and try to fit in with what people want them to do. They both felt that this aim had been achieved as they were able to walk into a place and have people genuinely happy to see them and get paid. H5Se further added that his job satisfaction also came from doing things he never thought possible for him to do. H3Sa thought that,

"I think it exceeds my expectation. I want to do well for the kids, the school and myself....it is a really great school. I am able to walk into a place and have people genuinely happy to see you and get paid." (H3Sa)

Likewise, the NETs in the low satisfaction group had a clear, planned goals and objectives for their job. Three of them (L1Cr, L7Ja, L9Ga) agreed that they were expected to work with teachers and children. Their responses were similar and typified by,

“Financially you want a higher salary. You want more money. For your students, maybe you want them to get higher grades, higher marks. For your teachers, maybe you want more input from them. You want more co-teaching .” (L9Ga)

However, H9Ga clearly indicated that he wanted more co-teaching from teachers. Similarly, L1Cr expected to work all day and not having time off but he was teaching well under half of the expected workload. The NETs also wanted their students to learn English, to get higher grades and higher marks. H7Ja elaborated his expectation on students by saying that,

“When I first came to the school, my expectation was that kids are going to be eager to learn English and we’re going to enjoy English because you need to compete with other languages, you need to compete with other things. If they don’t enjoy it, they’re not going to focus on it at all .” (L7Ja)

Regarding the expectation of the NETs, H6Je and L5Ca had a clear idea that the NETs are “Agents of Change” as it is the slogan of the NET Scheme. H9Da mentioned that it would be very difficult to find a NET who is a changing agent with a high level of job satisfaction together. She believed that the school did want changes but it must be on their terms. L5Ca was attracted by this slogan and thought that he was going to make a difference. However, he realized that he couldn’t make many changes. He believed that he could make a difference but not as an “Agent of Change”. The problem was he did not have a real power. He explained his opinion by indicating that,

“When you join the NET Scheme, there’s this slogan they’re going to use. It’s “Agents of Change”. It is very lofty and sounds good. People come into the NET Scheme thinking, “I’m going to make a difference.” That’s why I’m here. If you are realistic, you know that you can’t make much. I believe that I can make a difference but I’m not an “Agent of Change” because the problem is I don’t have a real power.” (L5Ca)

Kahn et al. (1964) argued that certain information is necessary for the job-holder in order to be able to conform with the role expectations. They need to know what behaviour is rewarded and what behaviour is punished. Lack of clear information creates ambiguity, which inherently leads to psychological stress. Regarding role ambiguity, the NETs did not have a clear direction about the expectations of their roles in the job (Rizzo et al., 1970), which may lead to negative outcomes, such as anxiety, helplessness, confusion and depression among employees (Jackson and Schuler, 1985).

Table 29.2 Comparison of NETs' Job Characteristics – Task Identity

Items*	High Satisfaction Group	Low Satisfaction Group
RA1 I have clear, planned goals and objectives for my job.	<ul style="list-style-type: none"> + H3Sa (scored 5 out of 7 in the scale, 7 means strongly agree) + I think it exceeds my expectations. + I want to do well for them, the kids, the school and myself. + It is a really great school. You are able to walk into a place and have people genuinely happy to see you and get paid. + H5Se (scored 5 out of 7 in the scale, 7 means strongly agree) + I think I fulfilled my expectation very much. My job satisfaction in that I'm doing things I never thought possible for me to do. + I think I'm reaching towards a capacity that I never knew I had. I am writing a textbook, the newspaper, morning reading, language games, and Moodle Education Software that I'm going to try to design some stuff for kids. 	<ul style="list-style-type: none"> - L1Cr (scored 1 out of 7 in the scale, 7 means strongly agree) - My expectation is to be working with teachers and with kids all day, not having time off. - Know at the moment I'm teaching 19 – I'm teaching three or four lessons a day out of nine so I'm teaching well under half. - L7Ja (scored 6 out of 7 in the scale, 7 means strongly agree) - When I first came to the school, my expectation was that kids are going to be eager to learn English and we're going to enjoy English because you need to compete with other languages, you need to compete with other things. If they don't enjoy it, they're not going to focus on it at all. - L9Ga (scored 1 out of 7 in the scale, 7 means strongly agree) - Financially you want a higher salary, you want more money. - For your students, maybe you want them to get higher grades, higher marks. - For your teachers, maybe you want more input from them. You want more co-teaching.
RA4 I know exactly what is expected of me.	<ul style="list-style-type: none"> + H6Je (scored 5 out of 7 in the scale, 7 means strongly agree) + The former NET definitely started the phonics in conjunction with the set who was there before. The head of English was very clear on getting the phonics program going. 	<ul style="list-style-type: none"> - L5Ca (scored 1 out of 7 in the scale, 7 means strongly agree) - When you join the NET Scheme, there's this slogan they're going to use, it's "Agents of Change". We (the NET) are "Agents of Change". It is very lofty and sounds good. People come into the NET Scheme thinking, "I'm going to make a difference". That's why I'm here. If you are realistic, you know that you can't make much. - I believe that I can make a difference but I'm not an "Agent of Change" because the problem is I don't have a real power.
WA13 Performance standards and expectations	<ul style="list-style-type: none"> + H9Da (scored 6 out of 7 in the scale, 7 means strongly agree) + You will find it very difficult to find a NET who is a changing agent with a high level of job satisfaction together. + The school do want change but it must be on their terms. + H6Je (scored 4 out of 7 in the scale, 7 means very well-adjusted) + I think you want to feel as if you're doing a good job in a school. Job satisfaction comes with feeling at the end of the class. + I think whenever you finish in class there's a feeling, sometimes you feel really high "That went really well" or you feel flat "Oh that was so bad. I shouldn't have done that". Self evaluation- you do it all the time after each class. + I did want to do a good job when I came and I do try to fit in with what people want me to do. I think what I aim to do I feel has probably been achieved. + I think I'm doing an average job. I don't think I'm the best NET. 	

*RA1 and RA4 = item 1 and 4 in the Scale of Role Ambiguity; WA13 = item 13 in the Scale of Work Adjustment

6.5.1.3 Task Significance

Task significance refers to the ability to identify the task as contributing to something wider, to society or a group over and beyond the self. (Hackman and Oldham, 1980). The item “*The chance to do things for other people*” in the survey was used to understand the NETs’ task identity. Table 29.3 shows the responses of the NETs to task identity and the comparison between the high and the low satisfaction group.

All NETs in the high satisfaction group felt that they had chance to do things for other people. The main sources of satisfaction were from students and teachers. Student-wise, H5Se, H6Je and H7Na felt that they set some roots down to students’ English education through forming good habits, making their lessons fun, and giving them opportunities to use English to talk and share. Their responses supported the finding of Griffin et al. (2007) that the NET Scheme has been very effective in enhancing student interest and learning outcomes in English. H7Na stated clearly about this point by saying that,

“The kids really look forward to those classes because it’s completely different from their normal class. They have fun and they get opportunities to talk so much and share. These are very good children so they think it’s a challenge and it’s like stimulating for both myself and for them so it’s good.” (H7Na)

The other source of NETs’ satisfaction in task significance was from teachers. Two NETs (H3Sa and H9Da) in the high satisfaction group and one NET (L7Ja) in the low satisfaction group mentioned that they helped out the local English teachers in various aspects of extra-curricular activities. H9Da explained that,

“I help out in general like if the teachers need help with speech festival training. I am happy if they get a second or third place” (H9Da)

They also shared some teaching ideas and practice with local teachers and they adopted some of them into their own English classes. Similarly, their responses also supported the notion that NETs had brought a new pedagogical approach in teaching English and enjoyment in learning English in schools (Cheung and Lau, 2012, November 19; Griffin et al., 2007; Hong Kong Legislative Council, 2005a). H3Sa and L7Ja shared their experience by saying that,

“At first, I did throw out the ideas of having a list of high frequency words. In a few occasions, teachers spent ten minutes with this list. It means to me that they feel there’s some benefit and the lessons are of some use. That makes me feel very good.” (H3Sa)

“I’ve had a couple of teachers say they’ve learned something from my lessons. I’d like to hope that some of the teachers have at least seen that you don’t necessarily need to teach word for word from a textbook to have a meaningful lesson. All that there needs to be is a specific English focus to have a good English lesson” (L7Ja)

However, two NETs (L5Ca and L9Ga) in the low satisfaction group did not feel that they had the same contribution to neither students nor teachers. They did not feel that they had made any difference on English teaching and learning. Even though L5Ca carried out a professional development workshop for local English teachers, he did not feel the teachers really respected him.

“I had to do a professional development workshop and I have to teach other teachers. I just felt like it was going to be horrible because I don’t really feel like the teachers really respect me. If I come into a room and start trying to teach them how to teach, then they’ll just say “What’s this guy talking about? We’re just too busy.” (L5Ca)

This situation could be explained in terms of the NETs’ qualification. Both L5Ca and L9Ga were classified as “non-qualified teacher” as they did not possess any formal teacher training even though they fulfilled the NET requirement. However, the local English teachers criticised the NETs’ professionalism as they were not qualified as a teacher in the local term (Hong Kong Legislative Council, 2005h; Man, 2002).

Task significance is one of the job characteristics which led to NETs’ job satisfaction. Hackman and Oldman (1980) mentioned that the degree to which the job has a substantial impact on the lives of other people, whether those people are in the immediate organisation or in the world at large, contributes to the employee’s experience of the meaningfulness of work, the responsibility for work outcomes, and knowledge of results. These three psychological states were, in turn, lead to some beneficial personal and work outcomes.

Table 29.3 Comparison of NETs' Job Characteristics – Task Significance

Items*		High Satisfaction Group	Low Satisfaction Group
IS9	The chance to do things for other people	<p>+ <i>H3Sa (scored 5 out of 5 in the scale. 5 means extremely satisfied.)</i></p> <p>+ At first, I did throw out the ideas of having a list of high frequency words. In a few occasions, teachers spent ten minutes with this list. It means to me that they feel there's some benefit and the lessons are of some use. That makes me feel very good.</p> <p>+ <i>H5Se (scored 5 out of 5 in the scale. 5 means extremely satisfied.)</i></p> <p>+ I set some roots down.</p> <p>+ I want to be responsible for a large number, all of my students and their English education and forming good habits and being the best they can be. It's the ultimate thing for a teacher.</p> <p>+ <i>H6Je (scored 3 out of 5 in the scale. 5 means extremely satisfied.)</i></p> <p>+ I see some students who are really enjoying what they're doing so it's certainly, you think you're contributing to their accomplishment in a way.</p> <p>+ I try and make their lessons fun because you don't like English to be too boring. I really do enjoy it.</p> <p>+ <i>H7Na (scored 5 out of 5 in the scale. 5 means extremely satisfied.)</i></p> <p>+ The kids really look forward to those classes because it's completely different for the normal class. They have fun and they get opportunities to talk so much and share.</p> <p>+ These are very good children so they think it's a challenge and it's like stimulating for both myself and for them so it's good.</p> <p>+ <i>H9Da (scored 5 out of 5 in the scale. 5 means extremely satisfied.)</i></p> <p>+ I help out in general like if the teachers need help with speech festival training. I am happy if they get a second or third place.</p>	<p>- <i>L5Ca (scored 1 out of 5 in the scale. 5 means extremely satisfied.)</i></p> <p>- I had a do a professional development and I have to teach other teachers. I just felt like it was going to be horrible because I don't really feel like the teachers really respect me.</p> <p>- If I come into a room and start trying to teach them how to teach, then they'll just say "What's this guy talking about? We're just too busy."</p> <p>+ <i>L7Ja (scored 3 out of 5 in the scale. 5 means extremely satisfied.)</i></p> <p>+ I've had a couple of teachers say they've learned something from my lessons. I don't know whether it's a temporary thing.</p> <p>+ I'd like to hope that some of the teachers have at least seen that you don't necessarily need to teach word from a textbook to have a meaningful lesson.</p> <p>+ Even that there needs to be specific English focus to have a good English lesson.</p> <p>- <i>L9Ga (scored 3 out of 5 in the scale. 5 means extremely satisfied.)</i></p> <p>- Did I have any influence there? Did I make any difference? No. I don't. I wouldn't think so.</p>

*IS9 = Item 1 and 9 in the Scale of Intrinsic Satisfaction

6.5.1.4 Professional Autonomy

Autonomy is the degree to which a person has the freedom to decide how to perform his or her tasks (Hackman and Oldham, 1980). The item *“The chance to work alone on the job”*, *“Being able to do things that don’t go against my conscience”*, *“The freedom to use my own judgment.”* and *“The chance to try my own methods of doing my job”* in the survey were used to understand the NETs’ autonomy. Table 29.4 shows the responses of the NETs to professional autonomy and the comparison between the high and the low satisfaction group.

Most of the NETs in the high satisfaction group experienced a certain degree of autonomy in their work. H7Na and H9Da expressed that they had a chance to work alone on the job. Although co-teaching was one of the elements of the NET Scheme, H7Na and H9Da would be able to work on their own in some aspects of their job. H9Da described this kind of autonomy as a privilege and interpreted that the school gave her this kind of privilege with the following reasons:

“The school gives me a lot of privilege. It’s for two reasons: (1) if they let me do what I want, then they don’t have to worry about interacting and speaking in English with me, and (2) if I do it, then that means the other person doesn’t have to do it. So there are really good reasons to let the NET do whatever she wants.” (H9Da)

The NETs in the high satisfaction group also showed that they had freedom to use their own judgment without any prescription from advisory teachers or schools. As long as it was good for the students, H3Sa could choose to adopt some ideas from the Advisory Teacher but not all of them. H7Da also stated that,

“The school doesn’t prescribe anything. They just leave it to me to make my own judgment, where the needs are and what I can do with the children. So that’s why I like it.” (H7Da)

In addition, most of the NETs in the high satisfaction group said that they had a chance to try their own methods of doing their job. They could use their own way in curriculum design, assessment and classroom teaching. They elaborated their situation by saying that,

“As long as I have a rationale for why this doesn’t make sense and what I can do differently, they’re quite happy to let me. They give me pretty free rein so I feel that they trust me....for instance, if the school wants to use one book with all

of them in the same lesson. It's far too difficult for one group of students but too easy for the other. You (the school) want me to help them and promote enjoyment of reading and also incorporate some of the phonics syllabus but the books aren't phonics based. So I can look at your phonics syllabus and I can teach the phonics but I might only find one or two words in the book that have that particular sound and spelling in it" (H3Sa)

"We're doing the reading assessment now with the PM Assessment Kit. I've been saying that it'll be good to show them how they've improved in their reading levels." (H6Je)

"I have the freedom to do. No one prescribes to me. I use a very integrated approach. I do like integrating most of the time. I integrate learning and teaching so then say I might decide to tell them a story. After the story, then we might look at some interesting grammatical points. Then we might do some writing based on the story and then some comprehension questions linked to the story." (H7Na)

In contrast, the NETs in the low satisfaction group expressed that they did not have freedom to use their own judgment or to try their own methods of doing the job. They felt powerless as they felt like they had to do what they were told to do. L9Ga gave the following example to illustrate the situation:

"I did the assemblies. They told me what I had to talk about based around the moral ethic they were trying to teach so I have to talk about ethics to students. I felt powerless and just felt like I had to do what I was told to do." (L9Ga)

The NETs also mentioned that they did not have freedom in different aspects of their job, including the teaching content, the way of teaching, the assembly, and the teaching arrangement. L1Cr and L7Ja had similar experiences. When they made some suggestions to the schools, the principals may turn down their ideas without any justification even though they considered that was a good idea. L7Ja illustrated with the following experience:

"They (the local teachers) would like the NET to be someone that does what they give them, rather than what the NET system is. But professional teachers have their own ideas of what lessons are meant to be. I made a proposal to my principal. We had the system in place where I taught with one teacher and we did everything together for two years. That worked a lot better because we had the same idea about discipline. It took time to build up, but once the structure was in place, all the classes knew what was expected of them. So that was a really effective way of doing it. However, this year (after two years), the principal

Table 29.4 Comparison of NETs' Job Characteristics – Professional Autonomy

Items*		High Satisfaction Group	Low Satisfaction Group
IS2	The chance to work alone on the job.	<p>+ <i>H7Na (scored 5 out of 5 in the scale. 5 means extremely satisfied.)</i></p> <p>+ I work by myself with the VIP program. I love it. Not that I mind working with the local teachers but then there are only ten children. These children are the children who are willing and eager to learn so you just need to stimulate them and challenge them a little bit. I don't need to use any Chinese so I'm perfect without them.</p> <p>+ <i>H9Da (scored 5 out of 5 in the scale. 5 means extremely satisfied.)</i></p> <p>+ The school gives me a lot of privilege. It's for two reasons: (1) if they let me do what I want then they don't have to worry about interacting and speaking in English with me, and (2) if I do it, then that means the other person doesn't have to do it. So there are really good reasons to let the NET do whatever she wants.</p>	<p>– <i>L7Ja (scored 2 out of 5 in the scale. 5 means extremely satisfied.)</i></p> <p>– They (the local teachers) would like the NET to be someone that does what they tell them to rather than what the NET system is. But being a professional teachers have their own ideas of what lessons are meant to be.</p> <p>– <i>L9Ga (scored 2 out of 5 in the scale. 5 means extremely satisfied.)</i></p> <p>– I did the assemblies – once a term whole school assemblies and then morning assemblies. But they told me what I had to talk about based around the moral ethic they were trying to teach so I have to about ethics to students.</p>
IS7	Being able to do things that don't go against my conscience.		
IS15	The freedom to use my own judgment.	<p>+ <i>H3Sa (scored 5 out of 5 in the scale. 5 means extremely satisfied.)</i></p> <p>+ The Advisory Teacher might have some ideas and suggestions, some of which that I adopt and some of which that I don't and go and do my own thing. It's been pretty smooth.</p> <p>+ <i>H7Na (scored 5 out of 5 in the scale. 5 means extremely satisfied.)</i></p> <p>+ The school doesn't prescribe anything. They just leave it to me to make my own, to judge, where the needs are and what I can do with the children. So that's why I like it.</p>	

*IS2, 7, 15 and 16 = item 2, 7, 15 and 16 in the Scale of Intrinsic Satisfaction

went back to the old system (teach with different teachers in different classes) and the newer classes who haven't established under the system, the discipline has gone out the window and I haven't been able to accomplish too much since the first day. " (L7Ja)

The experience from the NETs in both the high and the low satisfaction group indicated clearly that teachers with greater autonomy showed higher levels of satisfaction than teachers who feel they have less autonomy (Perie et al., 1997). Teacher motivation is based on the freedom to try new ideas and achievement of appropriate responsibility levels (Sylvia and Hutchinson, 1985). Conferring professional autonomy will improve the quality of classroom teaching and practice (Boe and Gilford, 1992).

6.5.1.5 Feedback

Feedback refers to the degree which people learn how effective they are being at work. Feedback at work may come from other people, such as supervisors, peers, subordinates, and customers, or it may come from the job itself (Hackman and Oldham, 1980). The item *"Lack of recognition for good work"*, and *"The praise I get for doing a good job"* in the survey were used to understand the feedback gotten by the NETs. Table 29.5 shows the responses of the NETs to feedback and the comparison between the high and the low satisfaction group.

Most of the NETs in the high satisfaction group got praise orally and explicitly from their principals, their co-workers and even the parents. The praise they received was mainly the recognition for their good work, such as *"you are the top 5 NETs"*, *"You are a wonderful NET."*, *"You work so hard."*, *"Don't say you're going."*, *"I really liked your lesson."*, *"I've learned a lot from you."*. The response of H6Je was one of the examples of what the praise the NETs received:

"I got praised all the time and too much. I don't deserve it. Both the local teachers and the panel said, "Oh you work so hard," "Don't say you're leaving us." "Don't say you're going." "don't tell people we have a wonderful NET. She's hard working and does so much."(H6Je)

On the contrary, most of the NETs in the low satisfaction group did not get any praise or recognition for their work. They explained that it was part of the culture here in Hong Kong as Chinese people found it difficult to express their feelings. They further elaborated by saying *"if you hear nothing, that means you're doing a good job"* or *"if*

somebody copies you, you have done a good job." L1Cr and L9Ga believed that it was part of the culture and L5Ca agreed with them by saying that,

"When you walk off and no one even gives you a smile or "well done", you think, "hold on, did I do something wrong? What did I do?" I asked a couple of questions and got absolutely no response and I just thought, "This is not a nice feeling." Chinese people find it difficult to express their feelings so I can kind of, a cultural experience. No one is ever going to say "well done.". If somebody copies you, you have done a good job. So that's the best I can hope for." (L5Ca)

Moreover, some of the NETs mentioned that no one was ever going to say "well done" or giving you a smile. They even got some negative feedback from their co-workers by not responding to their questions or criticising the effectiveness of the NET lessons and the NETs' work. L7Ja illustrated his situation that,

"Some of them appreciate what I do, but a lot of them don't and they see the NET lesson as a waste of time, which is a shame. In the two years that I worked with one teacher, I think I proved that it was an effective way to promote English....An English reading scheme, called a reading passport, the kids had to keep track of the number of books that they read and at the end of every year, I would hear, "Well, the NET teacher needs to check these more often." Checking 700 passports isn't a very easy job and it's difficult to do. No one ever stepped up to help and no, I felt the things I did were just criticised more than anything. The more you do, the more you're given. It was becoming too much to handle and so I asked for help and no help was given or volunteered so I stopped doing it. My principal doesn't show me much appreciation. It's just when I've talked to her privately that she said a kind word or two. I feel that there's little respect for me, so I don't need to live with that." (L7Ja)

Personal recognition is a powerful tool in building morale and motivation (Singh, 2012). In the case of the NETs, it demonstrated that teachers with positive feedback and recognition from superiors or co-workers showed higher levels of satisfaction than teachers who receive negative feedback or do not get any recognition. Providing feedback to employees is essential for maintaining and increasing employee motivation and satisfaction (Hackman and Oldham, 1976; Lam et al., 2002).

Table 29.5 Comparison of NETs' Job Characteristics – Feedback

Items*		High Satisfaction Group	Low Satisfaction Group
OS14	Lack of recognition for good work		<ul style="list-style-type: none"> - L5Ca (scored 9 out of 9 in the scale. 9 means very intense.) - When you walk off and no one even gives you a smile or "well done", you think, "hold on, did I do something wrong? What did I do?" - I asked a couple of questions and got absolutely no response and I just thought, "This is not nice. This is not a nice feeling." - L7Ja (scored 6 out of 9 in the scale. 9 means very intense.) - Some of them appreciate what I do, but a lot of them don't and they see the NET lesson as a waste of time, which is a shame. - In the two years that I worked with one teacher, I think I proved that it was an effective way to promote English. - An English reading scheme, called a reading passport...the kids had to keep track of the number of books that they read and at the end of every year, I would hear, "Well, the NET teacher needs to check these more often." Checking 700 passports isn't a very easy job and it's difficult to do. No one ever stepped up to help and no, I felt the things I did were just criticized more than anything. - The more you do, the more you're given. When it was becoming too much to handle and so I asked for help and no help was given or volunteered so I stopped doing it.
ES19	The praise I get for doing a good job	<ul style="list-style-type: none"> + H3Sa (scored 5 out of 5 in the scale. 5 means extremely satisfied.) + The teachers said, "I've learned a lot from you." "Your adjectives are very good." "Oh you work very hard." "You don't take much sick leave." + Last year, my principal said to me, he thought I (H3Sa) must be one of the top 5 NETs in Hong Kong so it's like really, the top kind of praise. + H6Je (scored 5 out of 5 in the scale. 5 means extremely satisfied.) + All the time. The teachers said, "Oh you work so hard," "Don't say you're leaving us." "Don't say you're going." + Both the local teachers and the panel, I get praise all the time. Honestly, about staying and all "don't tell people we have a wonderful NET. She's hard working and does so much." + I got praised too much. I don't deserve it. + H7Na (scored 4 out of 5 in the scale. 5 means extremely satisfied.) + A local teacher said to me, "oh I really liked the lesson. It really went well." + H9Da (scored 1 out of 5 in the scale. 5 means extremely satisfied.) + When I walk out into the shopping center, parents will stop me, no English. They just called out my name because they have no English. That's what I enjoy. - My principal is a very traditional Chinese man. If you're doing it and it's good, I (the principal) don't need to tell you anything, just do it. If you're doing it and it's bad, then I will scold you. 	<ul style="list-style-type: none"> - L1Cr (scored 1 out of 5 in the scale. 5 means extremely satisfied.) - Have you got any praise from the kids, the parents, the teacher or the school? Not a lot. I don't honestly think it's part of the culture. Very, very seldom get that. It's very seldom to hear praise in English. - L5Ca (scored 1 out of 5 in the scale. 5 means extremely satisfied.) - Chinese people find it difficult to express their feelings so I can kind of, it's a cultural experience. - No one is ever going to say, "well done." - If somebody copies you, you have done a good job, so that's the best I can hope for. - L7Ja (scored 1 out of 5 in the scale. 5 means extremely satisfied.) - My principal doesn't show me much appreciation. It's just when I've talked to her privately that she said a kind word or two. - I feel that there's little respect for me, so I don't need to live with that. - L9Ga (scored 1 out of 5 in the scale. 5 means extremely satisfied.) - You don't get praise in Hong Kong. If you hear nothing, you're doing a good job.

*OS14 = Item 14 in the Scale of Organizational Stress; ES19 = Item 19 in the Scale of Extrinsic Satisfaction

6.5.2 Job Content

6.5.2.1 Responsibility

Responsibility is one of the motivators in Herzberg's Two-Factor Theory. It refers to the degree of freedom the employees make their own decision and implement their own ideas (Riley, 2005). The item *"I know what my responsibilities are"*, *"Assignment of increased responsibility"*, *"Specific job responsibility"*, *"supervisory responsibilities"* and *"The chance to tell people what to do"* in the survey were used to understand the NETs' work responsibility. Table 30.1 shows the responses of the NETs to work responsibility and the comparison between the high and the low satisfaction group.

The NETs in the high satisfaction group responded mainly on their teaching responsibility. They had a clear idea of their teaching responsibilities, the sharing of work between them and local English teachers, and their role in the English curriculum development at school. They felt satisfied with the work they handled as H7Na mentioned,

"We have a lesson plan and it clearly stipulated on the lesson plan.. "This is your role" or "This is mine." We have a base of lesson plans and we know exactly what to do. So they have been working with me over a number of years now so they know exactly what happens. They had given me the worst Primary 3. Actually I was totally frustrated and I talked to the panel chair and said, 'I'm getting frustrated and they don't know what I'm talking about. They need to be talked to in Chinese.' Then I stopped working with them. I think she had to rethink and then she decided she'd give me the top." (H7Na)

Some of them had supervisory responsibilities, such as hiring their own Teaching Assistant, involving in their own work arrangement, and supervising a group of local English teachers for projects. They developed their unique way of working as a supervisor. H9Da illustrated with her experience that,

"I was given a lot more responsibility than NETs are usually given. I was doing reading a year before I wrote the textbook. I was able to pick and choose all of the reading material so I designed a thing around that. Then evolved into the textbook, the newspaper and the morning reading. I am going to try to design some stuff with Moodle Education Software. I hire my own Teaching Assistant. They will put on my desk all the applications and then I flip through and then I choose what I want. And then I will discuss with my PSMCD. If she agrees, then we start calling and I will have the interview with them together. I consider

myself very blessed and fortunate to have that kind of privilege. I know who will help and who won't help. So what I need to do is, the ones who will help don't need to be given an itinerary of all the things that need to be done. But the ones who won't help, they may need to get an itinerary. You may need to team them up. "Guys, this is what I need you to get done. We've got two or three days to get it done. You're responsible. That's what I need at the end of the three days." (H9Da)

The NETs in the low satisfaction group had a clear idea of their responsibility as "Agent of Change" in the NET Scheme. However, they expressed that they did not have a real power as the EDB haven't given NETs the ability to be "agents of change". In reality, the expectations of the school or the teachers were completely different from what the EDB wants as L7Ja commented that,

"I read the outline of what my job description was and one of them was "professional development" to be responsible. I thought I was going to be partly responsible for developing local teachers and almost an "agent of change". My view of the job was that the EDB wanted the English lessons to become more westernised if you will. Over the years, I've learned that that's not necessarily the case. It might be what the EDB wants may be but they haven't given NETs the ability to be agents of change. What the expectations of the school or the teachers are is completely different from that. They don't want to change so it's very difficult to change someone who doesn't want to be changed." (L7Ja)

Responsibility, as a motivator which arises from intrinsic conditions of the job itself, gives positive satisfaction (Schermerhorn et al., 2003). The case of the NETs in the high satisfaction group indicated that it is important to include the employee in the decision making and at time the job assignment or delegation. In turn, they feel more responsibilities and have a higher level of motivation (Hunsaker, 2005). Conversely, although the NETs in the low satisfaction group knew their responsibility of being an "agent of change", they have not been given the power to fulfil this responsibility which supported Griffin et al.'s finding (2007). As Hunsaker (2005) argued that employees must believe that they are capable of attaining a goal before they will commit serious energy to it. In other words, if the employees do not perceive their ability to attain a goal, they will have a lower level of motivation and feel less responsibility to achieve that goal.

Table 30.1 Comparison of NETs' Job Content – Responsibility

Items*		High Satisfaction Group	Low Satisfaction Group
RA3	I know what my responsibilities are.	<ul style="list-style-type: none"> + <i>H7Na (scored 5 out of 7 in the scale, 7 means strongly agree.)</i> + We have a lesson plan and it clearly stipulated on the lesson plan "This is your role" or "This is mine." + We have a base of lesson plans and we know exactly what to do. So they have been working with me over a number of years now so they know exactly what happens. 	<ul style="list-style-type: none"> - <i>L7Ja (scored 5 out of 7 in the scale, 7 means strongly agree.)</i> - I read the outline of what my job description was and one of them was "professional development" to be responsible. I thought I was going to be partly responsible for developing local teachers and almost an "agent of change". My view of the job was that the EDB wanted the English lessons to become more westernized if you will. Over the years, I've learned that that's not necessarily the case. - What EDB wants may be but they haven't given NETs the ability to be agents of change. What the expectations of the school or the teachers are is completely different from that. They don't want to change so it's very difficult to change someone who doesn't want to be changed.
OS16	Assignment of increased responsibility	<ul style="list-style-type: none"> + <i>H5Se (scored 1 out of 9 in the scale, 9 means very intense.)</i> + I was given a lot more responsibility than NETs are usually given. + I was doing reading a year before I wrote the textbook. I was able to pick and choose all of the reading material so I designed a thing around that. + Then evolved into the textbook, the newspaper and the morning reading. + I am going to try to design some stuff with Moodle Education Software. 	
WA12	Specific Job responsibilities		
WA14	Supervisory responsibilities	<ul style="list-style-type: none"> + <i>H9Da (scored 6 out of 7 in the scale, 7 means very well adjusted.)</i> + I hire my own Teaching Assistant. They will put on my desk all the applications and then I flip through and then I choose what I want. And then I will discuss with my PSMCD. If she agrees, then we start calling and I will have the interview with them together. + I consider myself very blessed and fortunate to have that kind of privilege. 	
IS10	The chance to tell people what to do	<ul style="list-style-type: none"> + <i>H7Na (scored 3 out of 5 in the scale, 5 means extremely satisfied.)</i> + They had given me the worst Primary 3. Actually I was totally frustrated and I talked to the panel chair and said, "I'm getting frustrated and they don't know what I'm talking about. They need to be talked to in Chinese." Then I stopped working with them. I think she had to rethink and then she decided she'd give me the top. + <i>H9Da (scored 5 out of 5 in the scale, 5 means extremely satisfied.)</i> + I know who will help and who won't help. So what I need to do is, the ones who will help don't need to be given an itinerary of all the things that need to be done. But the ones who won't help, they may need to get an itinerary. You may need to team them up. + "Guys, this is what I need you to get done. We've got two or three days to get it done. You're responsible. That's what I need at the end of the three days." 	<ul style="list-style-type: none"> - <i>L5Ca (scored 1 out of 5 in the scale, 5 means extremely satisfied.)</i> - I'm not an "Agent of change" because the problem is I don't have real power. I can suggest things to people but if they want to ignore me, there's not really anything I can do about it.

*RA3 = item in the Scale of Role Ambiguity; OS16 = item 16 in the Scale of Organizational Stress; WA12 and WA14 = item 12 and 14 in the Scale of Work Adjustment; IS10 = item 10 in the Scale of Intrinsic Satisfaction

6.5.2.2 Workload

Workload is generally defined in terms of the amount of time that certain activities consume or the frequency that certain activities take place (Groenewegen and Hutten, 1991). The item “*I know that I have divided my time properly*”, “*Working overtime*”, “*Insufficient personal time*”, and “*Being able to keep busy all the time*” in the survey were used to understand the NETs’ workload. Table 30.2 shows the responses of the NETs to workload and the comparison between the high and the low satisfaction group.

Workload seemed not to be the issue that the NETs in both the high and low satisfaction group were concerned about. However, they found it a bit difficult to be able to keep busy all the time. They mentioned that they were under-deployed in terms of teaching time and also they tried to make an effort to be busy at work. When they had the least to do, they could not tell anyone that they had nothing to do but just tried to find something to work on. As H7Na summarised the experience of the other NETs,

“I remember how I used to go up to the second floor and sit all by myself and I used to be a bit lonely. And sometimes during exams, there isn’t anything to do. I can’t say that to anyone and sometimes you can’t leave. They don’t think it’s torture for me but it’s clearly tortured. You have nothing to do and just idly walk around or sit on the internet ”(H7Na)

The responses from the NETs in both the high and low satisfaction group supported Surtees’s argument (2008) that many NETs employed in Hong Kong felt less than satisfied with their job nature. It could be the inappropriate work many NETs were tasked with that was a vital factor contributing to their disappointment in their jobs. For instance, As Heron (2008) mentioned that there has been a tendency among some schools to use the NET only to teach speaking skills or simply as a mainstream English teacher. This may be one of the reasons why the NETs are under-deployed if they work on one or only a few aspects of their deployment. In fact, the NETs may expect to do more if the schools follow the EDB deployment guidelines which stressed that NETs should perform a range of roles, including preparing teaching resources, professional development for local English teachers and leading enrichment activities, such as speech and drama (Heron, 2008). As mentioned in the previous section on responsibilities, if the NETs feel more responsibilities, they may have a higher level of motivation (Hunsaker, 2005).

Table 30.2 Comparison of NETs' Job Content – Workload

Items*		High Satisfaction Group	Low Satisfaction Group
RA2	I know that I have divided my time properly.		
OS13	Working overtime	<p>+ <i>H7Na (scored 1 out of 9 in the scale. 9 means very intense.)</i></p> <p>+ There are teachers that come on a Saturday to do the TSA. They have a roster to follow but I don't.</p> <p>+ I leave on time</p>	<p>- <i>L1Cr (scored 8 out of 9 in the scale. 9 means very intense.)</i></p> <p>- When they did introduce co-planning, it was after school at like six o'clock at night.</p>
OS19	Insufficient personal time		
IS1	Being able to keep busy all the time.	<p>- <i>H3Sa (scored 5 out of 5 in the scale. 5 means extremely satisfied.)</i></p> <p>- I try to make an effort to be busy at work.</p> <p>- When I have the least to do is the time when they (the local teachers) have the most to do, I will look for things, there's always something you can find to do.</p> <p>- <i>H7Na (scored 5 out of 5 in the scale. 5 means extremely satisfied.)</i></p> <p>- I remember how I used to go up to the second floor and sit all by myself and I used to be a bit lonely. And sometimes during exams, there isn't anything to do. I can't say that to anything and sometime you can't leave.</p> <p>- They don't think it's torture for me but it's clearly tortured. You have nothing do and just idly walk around or sit on the internet.</p>	<p>- <i>L1Cr (scored 1 out of 5 in the scale. 5 means extremely satisfied.)</i></p> <p>- When a NET's in a school and they're teaching for 8.5 hours in a week and the rest of the time what they are doing...nothing.</p> <p>- I was under-deployed in terms of the number of lesson I had. I also had only one lesson per week per class so that's not in the NET guideline</p>

*RA2 = item 2 in the Scale of Role Ambiguity; OS13 and 19 = item 13 and 19 in the Scale of Organizational Stress; IS1 = item 1 in the Scale of Intrinsic Satisfaction

6.5.2.3 Role Ambiguity

Role ambiguity is defined as being uncertain about the task requirements of a certain job due to lack of information (Joshi and Rai, 2000; Larson, 2004), unclear company directives and unclear goals and responsibilities (Rizzo et al., 1970; Walker et al., 1975; Schuler, 1979; Behrmen and Perreault, 1984). The item *“I feel certain about how much authority I have on the job.”*, *“I have been given a clear explanation of what I have to be done.”*, and *“Performing tasks not in job description”* in the survey were used to understand the NETs’ role ambiguity. Table 30.3 shows the responses of the NETs to role ambiguity and the comparison between the high and the low satisfaction group.

Most of the NETs in the high satisfaction group expressed that they felt certain about the power they had over their own syllabus and the boundaries of what they could do and what they could not do. H9Da clearly explained what the expectation of them to use their power was,

“I have been given that power and in return, much is expected of me to use it the correct way. Number 1: not abuse it. Number 2: if you’re given it, don’t waste it and do nothing with it, use it.” (H9Da)

Even though one NET mentioned that he had to perform tasks not in job description, he considered that extra duty as a privilege when compared to the other teachers.

“In the morning before teaching duty starts, we do a reading clinic for kids who are very weak in their reading and the need to be brought up levels. I’m actually privileged compared to the other teachers because I don’t have to do classroom teacher duty. I’m more on sort of equal status with the other teachers.” (H5Se)

The NETs in the low satisfaction group perceived themselves as “a small potato” at the school who had no power and no knowledge. L7Ja further explained that they did not have the power to change anything unless they had some backing from someone. L7Ja illustrated with his experience by saying that,

“I’m a small potato at the school. I’m probably one of the most visible people but I don’t have the power to really change anything, unless I have some backing from someone. Being responsible for the English room, so decorating it and putting up posters. I did something called “Writer’s Reader” which was a grouping of some of the exemplary student’s work that I put together in a book form. Keeping a reading record, like the reading passport. I helped out with the English drama. I did some things during recess with the kids. After school stuff, the speech festival training, lunch time reading, English Day planning.” (L7Ja)

Moreover, L10Sr considered that she did not have power if knowledge is power. She did not know what is going on most of the time, for instance, she did not know when the fire alarm was going to go off or when the meeting was going to happen. She thought it was hard for her to feel confident doing her job if she knew nothing. She said that,

"I don't have any power. Knowledge is power and I have my knowledge. Most of the time I don't know what's going on. I think it's hard for me to feel confident doing my job because I never know when the rug is going to be pulled under my feet. I never know if I'm going to come to a lesson and the local teacher is just not going to be there. If the fire alarm is going to go off and I didn't know about it or a meeting is going to happen." (L10Sr)

In addition, some of the NETs mentioned that they performed tasks not in job description. It could be interpreted on both sides. On one hand, L1Cr said that there was no co-planning even though this was in the guidelines of the NET Scheme. On the other hand, L7Ja gave a list of work that he was working on which is out of the job description and he responded that,

"I don't know where the line would be if I had to say, No." (L7Ja)

The case of the NETs in the low satisfaction group demonstrated that role ambiguity occurs when a person's task or authority are not clearly defined and the person becomes afraid to act on or take responsibility for anything (Jones, 2007). Furthermore, role ambiguity results from breakdowns in communication, which can stem from the generation of inadequate or inaccurate information (Johnson, 2003). If employees do not have access to the correct information required to complete a task, their ability to perform the task is negatively affected. As a result, role ambiguity will lead to negative outcomes, such as anxiety, helplessness, confusion and depression among employees (Jackson and Schuler, 1985).

Table 30.3 Comparison of NETs' Job Content – Role Ambiguity

Items*		High Satisfaction Group	Low Satisfaction Group
RA5	I feel certain about how much authority I have on the job.	<p>+ H3Sa (scored 5 out of 7 in the scale. 7 means strongly agree.)</p> <p>+ I have power over my sort of syllabus.</p> <p>+ H7Na (scored 5 out of 7 in the scale. 7 means strongly agree.)</p> <p>+ You know what you can do and what you cannot do, and my boundaries.</p> <p>+ H9Da (scored 6 out of 7 in the scale. 7 means strongly agree.)</p> <p>+ I have been given that power and in return, much is expected of me to use it the correct way. Number 1, not abuse it. And number 2, if you're given it, don't waste it and do nothing with it, use it.</p>	<p>- L5Ca (scored 1 out of 7 in the scale. 7 means strongly agree.)</p> <p>- I don't know where the line would be if I had to say, No.</p> <p>- L7Ja (scored 6 out of 7 in the scale. 7 means strongly agree.)</p> <p>- I'm a small potato at the school. I'm probably one of the most visible people but I don't have the power to really change anything, unless I have some backing from someone.</p> <p>- L10Sr (scored 2 out of 7 in the scale. 7 means strongly agree.)</p> <p>- I don't have any power. Knowledge is power and I have my knowledge.</p> <p>- Most of the time I don't know what's going on.</p> <p>- I think it's hard for me to feel confident doing my job because I never know when the rug is going to be pulled under my feet. I never know if I'm going to come to a lesson and the local teacher is just not going to be there.</p> <p>- If the fire alarm is going to go off and I didn't know about it or a meeting is going to happen.</p>
RA6	I have been given a clear explanation of what I have to be done.		
OS15	Performing tasks not in job description	<p>+ H5Se (scored 1 out of 9 in the scale. 9 means very intense.)</p> <p>+ In the mornings before teaching duty starts, we do a reading clinic for kids who are very weak in their reading and they need to be brought up levels.</p> <p>+ I'm actually privileged compared to the other teachers because I don't have to do classroom teacher duty. I'm more on sort of equal status with the other teachers.</p>	<p>- L1Cr (scored 9 out of 9 in the scale. 9 means very intense.)</p> <p>- They weren't following the guidelines of the NET Scheme at all.</p> <p>- From the start, there was no co-planning.</p> <p>- L7Ja (scored 3 out of 9 in the scale. 9 means very intense)</p> <p>- Being responsible for the English room, so decorating it and putting up posters.</p> <p>- I did something called "Writer's Reader" which was a grouping of some of the exemplary student's work that I put together in a book form.</p> <p>- Keeping like a reading record, like the reading passport.</p> <p>- I helped out with the English drama.</p> <p>- I did something during recess with the kids.</p> <p>- After school stuff, the speech festival training, lunch time reading, English Day planning.</p>

*RA5 and 6 = Item 5 and 6 in the Scale of Role Ambiguity; OS15 = Item 15 in the Scale of Organizational Stress

6.5.2.4 Role Conflict

Role conflict is defined as the simultaneous occurrence of two or more sets of pressure that compliance with one would make more difficult compliance with the other (Kahn et al., 1964). The item *“I have to do things that should be done differently.”*, *“I work with two or more groups who operate quite differently.”*, *“I receive incompatible requests from multiple people.”*, *“I do things that are apt to be accepted by one person and not by others.”* and *“I work on unnecessary things”* in the survey were used to understand the NETs’ role conflict. Table 30.4 shows the responses of the NETs to role conflict and the comparison between the high and the low satisfaction group.

The NETs in both the high and the low satisfaction group experienced some sort of conflict in their job when they had to do things that they thought should be done differently. It ranged from the TSA practice that they were helping out with, the use of the English books, the co-planning meeting, the classroom discipline, to the concept of English teaching. The NETs illustrated the similar viewpoint with their own experience. While H6Je and L5Ca had been doing more TSA practice, as the school was worried about the TSA, with which they did not agree because it was exam-based learning, H7Na would like to have promoted reading as the English books were sitting in the reading room and the library without use. They commented that,

“They (the local teachers) are so worried about the TSA. My job this semester has been doing more TSA practice”. (H3Sa)

“We have such beautiful books in my reading room and we have such beautiful books in the library but the children don’t have time to read the books. We’re going to promote the reading. ” (H7Na)

L5Ca had to sit in the co-planning meeting when the local English teachers were talking about curriculum lessons and not talking about the NET lesson. He said that,

“I was going to co-plan meetings. They’re (the local teachers) talking about curriculum lessons that I don’t have to go. I thought, “This is strange because I shouldn’t be here because they’re not talking about my lesson.” (L5Ca)

L7Ja had to deal with the different ideas of discipline with different teachers. He further elaborated his viewpoint by saying that,

“Every teacher has their own idea of discipline so what my idea of discipline or an effective classroom is might not be the same as another teacher. I’ve seen

some teachers who just teach through chaos, face to the blackboard, and just writing and working that way, but it's not the way I like to conduct my lesson." (L7Ja)

L9Ga did not agree with the rote teaching of the local English teachers which had very little interaction. Also he did not agree with the idea of doing oral lesson only as he believed that all language skills (speaking, listening, writing and reading) should be taught as a whole. He commented that,

"If the students make mistakes in their composition or the worksheet, they'd have to rewrite the sentence again. They taught by rote. There's no phonics, no songs, no rhymes, no chants ..very little interaction....I hate it when I hear people talk about "I just want an oral course". You're not just going to be speaking. You're going to be listening. And you don't just want to listen to someone speak. You're going to want to write things down. When you write it down, you're going to read.." (L9Ga)

In addition, the NETs in both the high and the low satisfaction group also experienced the situation that they worked with two or more groups who operate quite differently. As the NETs had to work with a number of teachers and every teacher is a little bit different, it became very difficult to have a regular set of rules or a standardized way to do things. The NETs had to adapt to other teachers rather than the teachers adapting to their lessons. The NETs had similar responses with their own experience. For instance, H6Je illustrated with the example that when they implemented the lesson plan with one teacher, she was not going to get all of it done because it was a bit slow process while the other teachers might look for something extra at the end. She stated that,

"I think you've got to accept that everybody's a little bit different. For example, you'll put a plan together, but you know when you implement that plan with that teacher, you're not going to get all of it done because it's a bit of slow process, whereas with another teacher, they'll be looking for something extra at the end." (H6Je)

L7Ja elaborated with another example that when he tried to put his discipline in place, he was told it was too strict by some teachers whereas some teachers would blame him for making students too excited. He said that,

"When you're teaching twelve classes with a number of different teachers it becomes very difficult to have a regular set of rules or a standardised way to do things. I'm always having to adapt to other teachers rather than the teachers adapting to my lessons. When I've had problems with discipline, a lot of local

teachers blamed me actually. I was making the students too excited. I've tried to put my discipline in place. I was told it was too strict. So I let the local teachers take over the discipline and it's been pretty much chaos..” (L7Ja)

Moreover, H7Na and L5Ca have a similar experience of working with teachers who came into the class, sat in the back of the classroom and watched only without helping or even doing their own marking. H7Na noted that,

“Some of them are and some are not. At the beginning when I came, a few of them would just sit in the back while I taught and then they got use to it. One of the ladies was quite old and she sat in the back. I understood that she needed some kind of a time off and she used to sit in the back and do all her marking. ” (H7Na)

H9Da had an experience that a teacher brought the class in late for the NET lesson because she did all her corrections and handed out a worksheet before she brought them in. She illustrated with her situation that,

“I've got one teacher who is the easy to please – whatever you want to do, she'll run with that, no problem. There's one who will not really jump in. If you ask her to do something, she will not hesitate and vey helpful. We've got another one who always bring them (her students) late to my lesson because she does all her corrections and hands out worksheets, everything before.” (H9Da)

Likewise, as the NETs had to work with a number of different teachers, they experienced that they did thing that were apt to be accepted by one person and not by others. H6Je did not work very well with the librarian regarding the use of the English books while L7Ja had problems working with different teachers regarding the discipline. H6Je and L7Ja mentioned that,

“I don't work very well with our librarian. She has English books and a lot of money. I just can't really have any English books borrowed from the library. I've been with her on buying trips and there's lots of book but I know they haven't been put out on the shelves yet and that was at like the beginning of the year.” (H6Je)

“Some of it is with some classes I've already built up the discipline myself so they're effective regardless of what teacher I have with me, but in other classes maybe they're new to my lesson so they don't have those rules in place or the discipline in place to work effectively.” (L7Ja)

Regarding the unnecessary work, all NETs in both the high and the low satisfaction groups considered attending meetings or assembly or professional

development conducted in Cantonese as an unnecessary work. All NETs in the high satisfaction group could get away from any kind of meetings that was conducted in Cantonese, but that was not the case for the NETs in the low satisfaction group. The responses of the NETs from the high satisfaction group could be typified by,

"I don't have to stay late for meetings that are conducted in Cantonese. They're very fair with me like Saturday duties, don't really come up for me." (H3Sa)

Moreover, some of the NETs in the low satisfaction group also mentioned that coming in to the school two weeks before the terms as wasting time as they had to leave their home (country) early for doing nothing back at school at that time. L5Ca and L7Ja mentioned clearly about their situation by saying that,

"Have to sit through Cantonese meeting. I have to come back in mid-August from my summer holiday and be here in Hong Kong for two weeks even though I don't need to do anything." (L5Ca)

"I need to attend all of the teacher's meetings. I have sit through the Chinese. For some, I don't mind. I don't want to have unfair treatment. When teachers complain about different things, it's sometimes hard to keep the fairness. When the local teachers have to attend professional development day, I'm supposed to stay at school for the day." (L7Ja)

The experiences mentioned by the NETs indicated that they experienced different degrees of role conflict when they carried out the tasks. Role conflict is a feeling of being torn in multiple directions, and unable to find a way to make every role partner satisfied (Onyemah, 2008). In the case of the NETs, their role conflict seemed resulting from being asked to complete tasks that was conflicting with their personal values or beliefs (Joshi and Rai, 2000), more than one role sender (the local English teachers), communicating incompatible requests to the focal person (the NETs) (Kahn et al., 1964), and to complete tasks that are not perceived to be part of the job (Selmer and Fenner, 2009). Role conflict has been found to be especially important for expatriates (Christensen and Harzing, 2004) which can be found in the case of the NETs. As a result, role conflict were associated with high levels of job-induced tension, which led to decreased job satisfaction, and an increased propensity to leave (Bedeian and Armenakis, 1981).

Table 30.4 Comparison of NETs' Job Content – Role Conflict

Items*		High Satisfaction Group	Low Satisfaction Group
RC7	I have to do things that should be done differently.	<p>- H6Je (scored 4 out of 7 in the scale. 7 means strongly agree.)</p> <p>- They (the local teachers) are so worried about TSA. My job this semester has been doing more TSA practice</p> <p>+ H7Na (scored 2 out of 7 in the scale. 7 means strongly agree.)</p> <p>+ We have such beautiful books in my reading room and we have such beautiful books in the library but the children don't have time to read the books. We're going to promote the reading.</p>	<p>- L5Ca (scored 6 out of 7 in the scale. 7 means strongly agree.)</p> <p>- I was going to co-plan meetings. They're (the local teachers) talking about curriculum lessons that I don't have to go. I thought, "This is strange because I shouldn't be here because they're not talking about my lesson."</p> <p>- Our school supervisor wants to do exam based learning. I had to sit in on the TSA mock. I thought our school focuses on exam based learning and ten out of fifteen kids don't know how to say their own name after six years of English.</p> <p>- L7Ja (scored 4 out of 7 in the scale. 7 means strongly agree.)</p> <p>- Every teacher has their own idea of discipline so what my idea of discipline or an effective classroom is might not be the same as another teacher.</p> <p>- I've seen some teachers who just teach through chaos, face to the blackboard, and just writing and working that way, but it's not the way I like to conduct my lesson.</p> <p>- L9Ga (scored 7 out of 7 in the scale. 7 means strongly agree.)</p> <p>- If the students make mistakes in their composition or the worksheet, they'd have to rewrite the sentence again. They taught by rote. There's no phonics, no songs, no rhymes, no chants...very little interaction.</p> <p>- I hate it when I hear people talk about "I just want an oral course." You're not just going to be speaking. You're going to be listening. And you don't just want to listen to someone speak. You're going to want to write things down. When you write it down, you're going to read.</p> <p>- L5Ca (scored 7 out of 7 in the scale. 7 means strongly agree.)</p> <p>- I've got eight different teachers in ten different classes.</p> <p>- One teacher who will come into the class and sit in the back of the classroom and watch me, won't even talk to me, and even the kids are planning, not even help me to tell them to be quiet.</p> <p>- I've got other teachers who are aware of like how you're supposed to co-teach, who will reinforce the message, break down things...that's fantastic.</p> <p>- L7Ja (scored 7 out of 7 in the scale. 7 means strongly agree.)</p> <p>- When you're teaching twelve classes with a number of different teachers it becomes very difficult to have a regular set of rules or a standardized way to do things. I'm always having to adapt to other teachers rather than the teachers adapting to my lessons.</p> <p>- When I've had problems with discipline, a lot of local teachers blamed me actually. I was making the students too excited. I've tried to put my discipline in place. I was told it was too strict. So I let the local teachers take over the discipline and it's been pretty much chaos.</p>
RC10	I work with two or more groups who operate quite differently.	<p>- H6Je (scored 7 out of 7 in the scale. 7 means strongly agree.)</p> <p>- I think you've got to accept that everybody's a little bit different. For example, you'll put together a plan together, but you know when you implement that plan with that teacher, you're not going to get all of it done because it's a bit of slow process, whereas with another teacher, they'll be looking for something extra at the end.</p> <p>- I cannot touch the book on the shelves in the classroom. Because it has to be done by the class teacher, not the English teacher. It can be used for high readers, but it all has to be organized by the class teacher and sometimes the class teachers aren't English teachers.</p> <p>+ H7Na (scored 2 out of 7 in the scale. 7 means strongly agree.)</p> <p>+ Some of them are and some are not. At the beginning when I came, a few of them would just sit in the back while I taught and then they use to. One of the ladies was quite old and she sat in the back. I understood that she needed some kind of a time off and she used to sit in the back and do all her marking.</p> <p>- H9Da (scored 7 out of 7 in the scale. 7 means strongly agree.)</p> <p>- I've got one teacher who is the easy to please – whatever you want to do, she'll run with that, no problem. There's one who will not really jump in. If you ask her to do something, she will not hesitate and very helpful. We've got another one who always bring them late to my lesson because she does all her corrections and handout worksheet, everything before.</p>	

*RA2 = Item 2 in the Scale of Role Ambiguity; OS13 and 19 = Item 13 and 19 in the Scale of Organizational Stress; IS1 = Item 1 in the Scale of Intrinsic Satisfaction

Table 30.4 Comparison of NETs' Job Content – Role Conflict (continued)

Items*		High Satisfaction Group	Low Satisfaction Group
RC11	I receive incompatible requests from multiple people.		<p>- L7Ja (scored 5 out of 7 in the scale. 7 means strongly agree.)</p> <p>- I thought my class would be more effective if instead of working with multiple different teachers, if I worked with one teacher. There would be stability throughout all of my classes and the NET lesson would be more effective.</p>
RC12	I do things that are apt to be accepted by one person and not by others.	<p>- H6Je (scored 6 out of 7 in the scale. 7 means strongly agree.)</p> <p>- I don't work very well with our librarian. She has English books and a lot of money. I just can't really have any English books borrowed from the library. I've been with her on buying trips and there's lots of book but I know they haven't been put out on the shelves yet and that was at like the beginning of the year.</p>	<p>- L7Ja (scored 6 out of 7 in the scale. 7 means strongly agree.)</p> <p>- Some of it is whether with some classes I've already built up the discipline myself so they're effective regardless of what teacher I have with me, but in other classes maybe they're new to my lesson so they don't have those rules in place or the discipline in place to work effectively.</p>
RC14	I work on unnecessary things.	<p>+ H3Sa (scored 2 out of 7 in the scale. 7 means strongly agree.)</p> <p>+ I don't have to stay late for meetings that are conducted in Cantonese.</p> <p>- They're very fair with me like Saturday duties, don't really come up for me.</p> <p>+ H5Se (scored 1 out of 7 in the scale. 7 means strongly agree.)</p> <p>+ I don't think I have to do any work that I think is unnecessary to me. They don't push me to attend Cantonese meeting.</p>	<p>- L5Ca (scored 6 out of 7 in the scale. 7 means strongly agree.)</p> <p>- Have to sit through Cantonese meeting.</p> <p>- I have to come back in mid-August from my summer holiday and be here in Hong Kong for two weeks even though I don't need to do anything.</p> <p>- L7Ja (scored 7 out of 7 in the scale. 7 means strongly agree.)</p> <p>- I need to attend all of the teacher's meetings. I have sit through the Chinese. For some, I don't mind. I don't want to have unfair treatment. When teachers complain about different things, it's sometimes hard to keep the fairness.</p> <p>- When the local teachers have to attend professional development day, I'm supposed to stay at school for the day.</p>
		<p>+ H6Je (scored 3 out of 7 in the scale. 7 means strongly agree.)</p> <p>+ I'm very lucky that I don't have to attend any Cantonese meeting.</p> <p>+ I did a little leveling the TSA practice that I think it was okay. But I would rather have not to do it. I would rather have done leveled something else where they enjoyed a book and did something else.</p> <p>+ H7Ne (scored 2 out of 7 in the scale. 7 means strongly agree.)</p> <p>+ Nobody said "you need to go to assembly" A person said to me that it makes no sense that you need to go because everything is in Chinese.</p> <p>- H9Da (scored 4 out of 7 in the scale. 7 means strongly agree.)</p> <p>- The staff meetings are not necessary. You can fill me in later. The two weeks I have to come in every day, even though I'm doing nothing. I don't see as well.</p>	

*RA2 = Item 2 in the Scale of Role Ambiguity; OS13 and 19 = Item 13 and 19 in the Scale of Organizational Stress; IS1 = Item 1 in the Scale of Intrinsic Satisfaction

6.5.2.5 Career Advancement

The prospect of career advancement is an important motive for expatriates on their international assignment (Bonache, 2005). Advancement as a hygiene factor of Herzberg's Two Factor theory is consistent with the growth-need strength described by Hackman and Oldham's Job Characteristics Model. The item "*The chances for advancement on this job*" in the survey was used to understand the NETs' perspective on career advancement. Table 30.5 shows the responses of the NETs to career advancement and the comparison between the high and the low satisfaction group.

While the NETs in the low satisfaction group agreed that there was no career advancement if they stayed as NETs, the NETs in the high satisfaction group interpreted career advancement in a more positive and different way. The NETs in the high satisfaction group were not looking at career advancement in terms of promotional opportunities to educational management. H7Na and H9Da had shared similar views respectively as reported below:

"I'm not looking at any career advancement. It just depends on what stage in your life you are. Probably if you are in the thirties, then you will be looking to climb higher. I'm fifty, I don't want to go anywhere further. I love what I do. What brings you real passion, it brings you joy." (H7Na)

"I've seen what it requires and I will not be very happy to be an AT. Going to schools and telling people that they're not doing it correctly and how they can improve upon it. I find that the ATs don't really help when a NET really needs the help." (H9Da)

Instead, they considered that being a better teacher and enjoying teaching were the career advancement within their teaching job. H3Sa mentioned that,

"I think you can still advance your career within your teaching. I hope I'm a better teacher today than I was yesterday and that's advancement." (H3Sa)

H5Se further listed out the possible promotional opportunities within the school system if the NET was looking for it, such as being a panel chair at private schools or working at an international school. He suggested that,

"I didn't ever really want to work in educational management. I had a simple goal. If you want the advancement, there's plenty of opportunity for advancement within the school system in Hong Kong. You can be a panel chair

at the school or any other DSS school or you could work at an international school. ” (H5Se)

The NETs in the low satisfaction group were not optimistic about their career advancement in the NET Scheme and the prospect of being a teacher in Hong Kong. The responses of L1Ca and L10Sr could clearly show their concern.

“There is absolutely no career advancement if you stay as a NET. You shouldn’t come here for career advancement.” (L1Ca)

“I don’t know because the NET Scheme, there is no career change and you can’t go anywhere. You’re going to do the same job for the rest of your life if you stay on the NET Scheme. ” (L10Sr)

The different perspectives of the NETs in the high and the low satisfaction group supported the conflicting opinions on the career value of foreign assignments. Some contended that it is positive career prospect (Brett and Werbel, 1980; Edstrom and Galbraith, 1977) while others contended that it is uncertain (Tung, 1984; Mendenhall et al., 1987; Oddou and Mendenhall, 1991). On the positive side, the NETs in the high satisfaction group took the perspective as a teacher. Moore (1987) suggested that the differences in teacher satisfaction is explained by the dedication teachers have for their profession. Teachers often speak of their work being a calling or a mission and attach little importance to advancement or extrinsic rewards. On the negative side, the NETs in the low satisfaction group took the perspective as an expatriate. Edstrom and Galbraith (1977) indicated that many expatriates viewed their foreign assignment as a developmental step for executive-level positions. Individuals who are demographically dissimilar (expatriate) to other members (domestic) of their work group may perceive their chances for development within an organisation as low (Fernandoz, 1981). Furthermore, Schneider et al. (1992) also stated that promotional opportunity is important to job satisfaction. Employees who perceive few opportunities for advancement have negative attitudes toward their work and their organisations.

Table 30.5 Comparison of NETs' Job Content – Career Advancement

		High Satisfaction Group	Low Satisfaction Group
ES14	The chances for advancement on this job	Items*	
		<p>+ <i>H3Sa (scored 3 out of 5 in the scale. 5 means extremely satisfied.)</i></p> <p>+ I think you can still advance your career within your teaching. I hope I'm a better teacher today than I was yesterday and that's advancement.</p> <p>+ <i>H5Se (scored 1 out of 5 in the scale. 5 means extremely satisfied.)</i></p> <p>+ I may very well hope to publish a textbook or a book.</p> <p>+ I didn't ever really want to work in educational management. I had a simple goal.</p> <p>+ If you want the advancement, there's plenty of opportunity for advancement within the school system in Hong Kong. You can be a panel chair at the school or any other DSS school or you could work at an international school.</p> <p>+ <i>H6Je (scored 3 out of 5 in the scale. 5 means extremely satisfied.)</i></p> <p>+ I've been in situation in Australia where I was put in a position where I felt really stressed and I didn't like it so I was quite happy when I went back to Brunel to be a classroom teacher and I enjoyed being a classroom teacher.</p> <p>+ <i>H7Na (scored 4 out of 5 in the scale. 5 means extremely satisfied.)</i></p> <p>+ I'm not looking at any career advancement. It just depends on what stage in your life you are.</p> <p>+ Probably if you are in the thirties, then you will be looking to climb higher. I'm fifty. I don't want to go anywhere further. I love what I do. What brings you real passion, it brings you joy.</p> <p>+ <i>H9Da (scored 3 out of 5 in the scale. 5 means extremely satisfied.)</i></p> <p>+ I've seen what it requires and I will not be very happy to be an AT. Going to schools and telling people that they're not doing it correctly and how they can improve upon it. I find that the ATs don't really help when a NET really needs the help.</p>	<p>– <i>L1Cr (scored 1 out of 5 in the scale. 5 means extremely satisfied.)</i></p> <p>– There is absolutely no career advancement if you stay as a NET. You shouldn't come here for career advancement.</p> <p>– <i>L10Sr (scored 1 out of 5 in the scale. 5 means extremely satisfied.)</i></p> <p>– I don't know because the NET Scheme, there is no career change and you can't go anywhere. You're going to do the same job for the rest of your life if you stay on the NET Scheme.</p>

*ES14 = Item 14 in the Scale of Extrinsic Satisfaction

6.5.2.6 Feeling of Accomplishment

Intrinsic job satisfaction is obtained from positive feelings of accomplishment, self-actualisation and identification with the job (Locke, 1976). Feeling of accomplishment as a hygiene factor of Herzberg's Two Factor theory is consistent with the growth-need strength described by Hackman and Oldham's Job Characteristics Model. The item "*The feeling of accomplishment I get from the job*" in the survey was used to understand the NETs' feeling of accomplishment. Table 30.6 shows the responses of the NETs to the feeling of accomplishment and the comparison between the high and the low satisfaction group.

Most of the NETs, either in the high or the low satisfaction groups, had a feeling of accomplishment from their work. They felt that their impact on teachers and students were the main sources of their accomplishment. They explained that being a teacher, it was rewarding to see the students who did not know a word of English at the beginning and then they saw that the children were more willing to use English, less afraid to talk, enjoy their lessons, and love the language. By the end of the year, the children were able to have a basic conversation with them in English. That was rewarding and made the NETs feel that they were making a difference to this group of children. The responses of H7Na and L5Ca illustrated clearly their feeling.

"I really feel a sense of satisfaction within me. It's really rewarding. Like this morning, I was walking to school and I had this child walking with me. The whole time I had a conversation with him in English and he was able to respond to everything I said to him. And that made me feel that's actually what are as teachers, that's your job to make children love the language, to get them to talk to you, to interact with you, that is rewarding in itself. I really like teaching and I never knew it would bring me so much joy until I came to Hong Kong." (H7Na)

"Going to the classroom and spending time with the children. This is why I'm a teacher because this is great. I pride myself on doing a good job. Seeing a kid coming into the school in P1 who doesn't know a word of English, and watch them go through P1 and by the end of it, be able to, have a basic conversation with you and it's like a reward. You're making a difference.." (L5Ca)

Moreover, having an impact on teachers was another source of accomplishment. The NETs felt that they had an impact on teachers' everyday English by offering the conditions that teachers could speak English without being corrected or examined so that they could enjoy the speaking side of it and had more confidence in using it. As L1Cr mentioned,

“Having an impact on their everyday English, just a few teachers. Having an impact on their confidence in using English without being corrected or examined, enjoying the speaking side of it because they don’t get a lot of that. Being encouraged and being able to do things in class like use drama and be creative in their activities. To use music, to sing, to chant, to mime, to do those sort of things. Every day I’ve been with kids. I’ve had an impact. Kids can learn by doing a bit of drama, doing a bit of hand-clapping for syllables of words.” (L1Cr)

In addition, the NETs also offered the conditions that teachers were being encouraged and being able to be creative in their activities, such as drama, music, phonics, or any fun activities. H3Ca and H5Se shared their feeling of accomplishment by illustrating that,

“This year’s P3 walked through the teaching of pronunciation and phonics. It is because the teachers are using the same strategies in their classroom so they can see the value of it. The kids are good and they are always so happy to see me.” (H3Sa)

“I’ve written a textbook. I’m innovating a lot of games. I’m starting to do some language arts games, parts of speech and things like that. The future looks very bright for the things that I want to do to utilize creativity. I’m given that opportunity.” (H5Se)

One of the teacher’s intrinsic satisfaction comes from classroom activities. Daily interaction with students informs the teacher about whether or not the student has learned something as a result of their teaching (Lee et al., 1991). The responses of the NETs have been shown that classroom activities and student characteristics were related to both attrition and satisfaction in their teaching (Boe and Gilford, 1992; Lee et al., 1991). Latham (1998) stated that teachers emphasise internal rewards and measure their satisfaction in terms of the involvement with their students, the degree of autonomy they experienced in their classroom activities and the collaboration with other teachers. This perspective also supported Herzberg’s premise that motivation is related to an individual need for psychological growth. A teacher’s belief that he or she can positively influence student learning creates higher level of teacher satisfaction (Bandura, 1977).

Table 30.6 Comparison of NETs' Job Content – Feeling of Accomplishment

Items*		High Satisfaction Group	Low Satisfaction Group
IS20	The feeling of accomplishment I get from the job	<p>+ <i>H3Sa (scored 5 out of 5 in the scale. 5 means extremely satisfied.)</i></p> <p>+ This year's P3 walked through the teaching of pronunciation and phonics. It is because the teachers are using the same strategies in their classroom so they can see the value of it.</p> <p>+ The kids are good and they are always so happy to see me.</p> <p>+ <i>H5Se (scored 5 out of 5 in the scale. 5 means extremely satisfied.)</i></p> <p>+ I've written a textbook. I'm innovating a lot of games. I'm starting to do some language arts games, parts of speech and things like that. The future looks very bright for the things that I want to do to utilize creativity. I'm given that opportunity.</p> <p>+ <i>H6Je (scored 5 out of 5 in the scale. 5 means extremely satisfied.)</i></p> <p>+ I enjoy working with the students here. They can be noisy but not naughty. Job satisfaction comes with feeling at the end of the class. I think whenever you finish in class, there's a feeling. Sometimes you feel really high or that went really well.</p> <p>+ <i>H7Na (scored 5 out of 5 in the scale. 5 means extremely satisfied.)</i></p> <p>+ I really feel a sense of satisfaction within me. It's really rewarding. Like this morning, I was walking to school and I had this child walking with me. The whole time I had a conversation with him in English and he was able to respond to everything I said to him. And that made me feel that's actually what are as teachers, that's your job to make children love the language, to get them to talk to you, to interact with you, that is rewarding in itself.</p> <p>+ I really like teaching and I never knew it would bring me so much joy until I came to Hong Kong.</p> <p>+ <i>H9Da (scored 5 out of 5 in the scale. 5 means extremely satisfied.)</i></p> <p>+ I enjoy making rabbit cookies with my P1....I enjoy being able to do that and I find job satisfaction from doing that because those are the things I have fun doing.</p> <p>+ I got a bunch of thank you cards from students and parents after the lesson. My desk is like dozen of Christmas cards for me, that's job satisfaction.</p> <p>+ Parents will stop me in the shopping centre, they just look at me or called out my name because they have no English and that's what I enjoy.</p>	<p>+ <i>L1Cr (scored 1 out of 5 in the scale. 5 means extremely satisfied.)</i></p> <p>+ Having an impact on their everyday English, just a few teachers. Having an impact on their confidence in using English without being corrected or examined, enjoying the speaking side of it because they don't get a lot of that. Being encourage and being able to do things in class like use drama and be creative in their activities. To use music, to sing, to chant, to mime, to do those sort of things.</p> <p>+ Every day I've been with kids. I've had an impact. Kids can learn by doing a bit of drama, doing a bit of hand-clapping for syllables of words.</p> <p>+ <i>L5Ca (scored 3 out of 5 in the scale. 5 means extremely satisfied.)</i></p> <p>+ Going to the classroom and spending time with the children. This is why I'm a teacher because this is great. I pride myself on doing a good job. Seeing a kid coming into the school in P1 who doesn't know a word of English, and watch them go through P1 and by the end of it, be able to, have a basic conversation with you and it's like a reward. You're making a difference.</p> <p>+ <i>L7Ja (scored 2 out of 5 in the scale. 5 means extremely satisfied.)</i></p> <p>+ I think with some of the students that I've had for a number of years. I think you can see that they are more willing to use English. They're less afraid to talk. They enjoyed my lessons. They enjoy English. You know maybe that interest will keep down the road a little bit longer so that they can go a little bit further than if I was not their teacher.</p>

*IS20 = Item 20 in the Scale of Intrinsic Satisfaction

6.5.3 Work Context

6.5.3.1 Satisfaction with Pay

From an economic perspective, job satisfaction is a unitary concept which tends to be explained in purely monetary terms - pay (Lazear, 2000). The item *"Inadequate salary"*, and *"My pay and the amount of work I do"* in the survey were used to understand the NETs' satisfaction with pay. Table 31.1 shows the responses of the NETs to satisfaction with pay and the comparison between the high and the low satisfaction group.

More NETs in the high satisfaction group than those in the low satisfaction group felt satisfied with their pay and package. They thought the pay was good enough for them to enjoy a very good standard of life. They also agreed that the package and the holidays were also fine and being a NET is a secure job. The responses of H6Je and L5Ca could represent most of the NETs. They said that,

"The pay is good. I think they are working on a package too for more flexibility and all that, the housing may be will go up, we've always liked it to go up but sometimes you feel greedy when you see what other people live on." (H6Je)

"That's why I'm a teacher because you can get a good salary and because you can get a lot of holiday. It's a secure job" (L5Ca)

One of the major sources of satisfaction is the higher total salary level and allowances (Suutari and Tornikoski, 2001). In the case of the NETs, the remuneration package has been reviewed after the retention problem in 2003 and the NETs were generally satisfied with it now. As Singh (2010) found that compensation clearly emerged as the most powerful determinant of job satisfaction. People pay a great deal of attention to remunerations such as salary, fringe benefits, allowances, recognition and financial rewards. The Education and Manpower Bureau introduced a mechanism in 2003 so that they can adjust the rate of special allowance according to the movement of the private rental component of the Composite Consumer Price Index (Hong Kong Legislative Council, 2005j) which can keep the remuneration package at a competitive and reasonable level. The rationale of this arrangement supported the idea that companies usually pay expatriates a higher remuneration than domestic employees receive for the purpose of compensating them for working and living abroad (Reynolds, 1997; Selmer et al., 2001; Vidal et al., 2007; Bonache et al., 2001).

Table 31.1 Comparison of NETs' Work Context – Satisfaction with Pay

Items*		High Satisfaction Group	Low Satisfaction Group
CS9	Inadequate salary		+ L5Ca (scored 2 out of 9 in the scale. 9 means very intense.) + That's why I'm a teacher because you can get a good salary and because you can get a lot of holiday.
ES13	My pay and the amount of work I do	+ H5Se (scored 4 out of 5 in the scale. 5 means extremely satisfied.) + I make enough money to enjoy a very good standard of life here. + H6Je (scored 4 out of 5 in the scale. 5 means extremely satisfied.) + The pay is good. I think they are working on a package too for more flexibility and all that, the housing may be will go up, we've always liked it to go up but sometimes you feel greedy when you see what other people live on. + H7Na (scored 3 out of 5 in the scale. 5 means extremely satisfied.) + I think it's a fine paying job, you know there's nothing wrong with the salary. It's okay so I don't have the problem with that.	

*CS9 = Item 9 in the Scale of Cultural Stress; ES13 = Item 13 in the Scale of Extrinsic Satisfaction

6.5.3.2 Satisfaction with Supervisors

A relationship with immediate supervisors is an important antecedent of employee's job satisfaction (Durpre and Day, 2007). The item *"Find it difficult to effectively report to local superiors and co-workers"*, *"Poor or inadequate supervision"*, *"The way my boss handles his/her workers"* and *"The competence of my supervisor in making decisions"* in the survey were used to understand the NETs' satisfaction with supervisors. Table 31.2 shows the responses of the NETs to satisfaction with supervisors and the comparison between the high and the low satisfaction group.

All NETs referred the term "supervisor" as their principal and their panel chair. Most of the NETs in the high satisfaction group mentioned that their principals and their panel chairs were approachable and very supportive. The NETs found it easy to talk with their panel chairs and able to cooperate with them. Their panel chairs also were willing to listen to things that they want to do. H3Sa and H7Na described their principals, their panel chairs and their co-workers by saying that,

"The principal is very approachable and seems genuinely interested and concerned about the teachers. You'll see him walking around the staff room saying hello to people. I think it's a happy staff room." (H3Sa)

"I've got a very supportive panel chair, supportive principal, supportive school. The panel will listen to things that I want to do and usually she's happy to do it. We cooperate together and she will ask me if she wants me to do things." (H6Je)

On the contrary, the NETs in the low satisfaction group did not have a positive relationship with their principals or the panel chairs. They thought that their principals were too hands-off and not very supportive. L5Ca said that he had probably two or three conversations with the principal in two years at the school. He stated that,

"The principal is very hands-off. I've had probably two or three conversations with the principal in two years at the school." (L5Ca)

L7Ja and L10Sr further explained that even though the principal knew everything that the NETs had done, they preferred not to interfere with the panel chair as English Department is panel chair's responsibility. It was all about Chinese face. The principals could do something if they wanted to but they would prefer not to upset a number of teachers or people that they relied on. However, when it came to the decision making time, the panel chair was not that competent to do so. L7Ja mentioned that

"I think my principal appreciates the work that I've done. I don't know if my principal knows everything that I've done. I think my panel would just think that I'm supposed to do the things that I've done rather than seeing it as extra work put in. It's all about Chinese face. English is the English panel's responsibility so the English panel chair runs English. If the principal would go and stick her nose into English business, then maybe it means that my English panel chair is doing something wrong or something like taking away the face of the English panel. If she wants English to focus more on the TSA, they're going to focus more on TSA but for something as small as the NET lesson, which is only two lessons a week for half the school, why would she want to upset a number of teachers or people that she relies on." (L7Ja)

L1Cr found that when he suggested any changes, he did not hear anything for months and at last, it could be a case of it being too late. In another example, when the local English teachers got into a discussion about something, someone got the blame with no supporting argument for it, such as *"the principal won't let it happen"* or *"the parents will be against it"*. They won't discuss it. He explained that,

"When you suggest any changes, they let time lapse. You don't hear anything for months and when you finally find out, it can be a case of it being too late. When they get into a discussion about something, someone gets the blame, either it's principal won't let it happen or the parents will be against it with no supporting argument for it. They won't discuss it." (L1Cr)

Similarly, L9Ga mentioned that when his school was applying for the cash grant for enhancing English teaching, he had some ideas about how to spend it but they didn't listen to any of it. He commented that,

"She was a dictator. She obviously had a way of doing things and they were strict there. When my school was applying for the grant (\$500,000), I had some ideas about how to spend that. They didn't listen to any of it though. They just going to waste it on getting a supply teacher, for two years. What a waste of money. There's something you could do with that money. You could introduce some interactive whiteboards, some new resources, computer that works. You could bring in some people from outside to do drama." (H9Ga)

The consideration a supervisor has for his or her subordinates's feelings, well being and contributions are the important predictors of job satisfaction (McCormack et al., 2006; Gagnon and Judd, 2004). The case of the NETs demonstrated that employees who have supportive supervisors experience higher satisfaction and organisational commitment than employees without supportive supervisors (Darby, 2000; Hisam, 1997; Firth et al., 2004; Gagnon and Judd, 2004; McCormack et al., 2007).

Table 31.2 Comparison of NETs' Work Context – Satisfaction with Supervisors

Items*		High Satisfaction Group	Low Satisfaction Group
CS8	Find it difficult to effectively report to local superiors and co-workers		<ul style="list-style-type: none"> - <i>L7Ja (scored 7 out of 9 in the scale, 9 means very intense.)</i> - I think my principal appreciates the work that I've done. I don't know if my principal knows everything that I've done. - I think my panel would just think that I'm supposed to do things that I've done rather than seeing it as extra work put in.
OS18	Poor or inadequate supervision		<ul style="list-style-type: none"> - <i>L5Ca (scored 9 out of 9 in the scale, 9 means very intense.)</i> - The principal is very hands-off. I've had probably two or three conversations with the principal in two years at the school.
ES5	The way my boss handles his/her workers	<ul style="list-style-type: none"> + <i>H3Sa (scored 5 out of 5 in the scale, 5 means extremely satisfied.)</i> + He's very approachable and seems genuinely interested and concerned about the teachers. You'll see him walking around the staff room saying hello to people. I think it's a happy staff room. 	<ul style="list-style-type: none"> + <i>L7Ja (scored 1 out of 5 in the scale, 5 means extremely satisfied.)</i> + It's all about Chinese face. The English is English panel's responsibility so the English panel runs English. If the principal would go and stick her nose into the English business, then maybe it means that my English panel is doing something wrong or something like taking away the face of the English panel.
		<ul style="list-style-type: none"> + <i>H5Se (scored 5 out of 5 in the scale, 5 means extremely satisfied.)</i> + The principal is quite happy with what I do and encourages me to continue along those lines. + I don't have the greatest relationship with my panel chair. She just lets me do what I do. She sort of uses me for productivity. 	<ul style="list-style-type: none"> + <i>L9Ga (scored 1 out of 5 in the scale, 5 means extremely satisfied.)</i> + She was a dictator. She obviously had a way of doing things and they were strict there.
		<ul style="list-style-type: none"> + <i>H6Je (scored 5 out of 5 in the scale, 5 means extremely satisfied.)</i> + I've got a very support panel chair, supportive principal, supportive school. + The panel will listen to things that I want to do and usually she's happy to do it. We cooperate together and she will ask me if she wants me to do things. 	<ul style="list-style-type: none"> + <i>L10Sr (scored 2 out of 5 in the scale, 5 means extremely satisfied.)</i> + The panel chair wasn't really very supportive because the teachers are quite strong and I think my panel chair prefers just to appease that teacher rather than try to ask me what really happened.
		<ul style="list-style-type: none"> + <i>H7Na (scored 4 out of 5 in the scale, 5 means extremely satisfied.)</i> + I get along really well with the panel. She is a wonderful person and very supportive. I find I can talk very easily with her. 	

*CS8 = Item 8 in the Scale of Cultural Stress; OS18 = Item 18 in the Scale of Organizational Stress; ES5 and ES6 = Item 5 and 6 in the Scale of Extrinsic Satisfaction

Table 31.2 Comparison of NETs' Work Context – Satisfaction with Supervisors (continued)

		High Satisfaction Group	Low Satisfaction Group
ES6	The competence of my supervisor in making decisions		<p>- L1Cr (scored 1 out of 5 in the scale. 5 means extremely satisfied.)</p> <p>- When you suggest any changes, they let time lapse. You don't hear anything for months and when you finally find out, it can be a case of it being too late.</p> <p>- When they get into a discussion about something, someone gets the blame, either it's principal won't let it happen or the parents will be against it with no supporting argument for it. They won't discuss it.</p> <p>- L7Ja (scored 1 out of 5 in the scale. 5 means extremely satisfied.)</p> <p>- If she wants the English to focus more on TSA, they're going to focus more on TSA but for something as small as the NET lesson, which is only two lessons a week for half the school, why would she want to upset a number of teachers or people that she relies on.</p> <p>- L9Ga (scored 1 out of 5 in the scale. 5 means extremely satisfied.)</p> <p>- When my school was applying for the grant (\$500,000), I had some ideas about how to spend that. They didn't listen to any of it though. They just going to waste it on getting a supply teacher, for two years. What a waste of money. There's something you could do with that money. You could introduce some interactive whiteboards, some new resources, computer that works. You could bring in some people from outside to do drama.</p>

*CS8 = Item 8 in the Scale of Cultural Stress; OS18 = Item 18 in the Scale of Organizational Stress; ES5 and ES6 = Item 5 and 6 in the Scale of Extrinsic Satisfaction

6.5.3.3 Satisfaction with Co-workers

The quality of co-workers and satisfaction with co-workers both correlate positively with overall job satisfaction (Bolon, 1997). The item “*Poorly motivated co-workers*” in the survey was used to understand the NETs’ satisfaction with co-workers. Table 31.3 shows the responses of the NETs to satisfaction with co-workers and the comparison between the high and the low satisfaction group.

A NET in the high satisfaction group demonstrated that the quality of co-workers and satisfaction with co-workers both correlate positively with overall job satisfaction (Bolon, 1997). Highly motivated and need satisfied teachers can create a good social, psychological and physical climate in the classroom (Herzberg et al., 1959). H6Je illustrated her experience working with motivated co-workers by saying that,

“They are good teachers. Everybody’s quite happy with the reading lesson. They’re quite happy to make some changes.” (H6Je)

However, the NETs in both the high and the low satisfaction group realised that local English teachers had different expectations on their job so some of them were motivated while some of them were not. As H7Na mentioned,

“I know there are people out there whose hearts don’t belong in the classroom. You have to accept and just move on.” (H7Na)

The NETs observed that some teachers probably lived for teaching, some were probably just waiting for retirement, and some had lost all their passion for it. The NETs elaborated with the example that the local English teacher would sit in the back and would do some marking, instead of doing co-teaching. L5Ca and L9Ga stated that,

“It’s differences in expectations; some teachers probably live for teaching and some are probably just waiting to retire and have lost all their passion for it. There’s a lot of teachers at my school who aren’t brilliant at what they do and my teachers would describe them as “lazy”. They either don’t want to take the job because they are not interested or they don’t want the extra work. Their English isn’t particularly good. Some of them are very poor at English. One of them spelled “Wednesday” wrong on the board all the time.” (L5Ca)

“Almost all the time the local teacher just sat in the back or would stand off to the side making sure the kids were paying attention. No co-teaching, no co-planning. They were old. Their staff had been there so many years they were part of the furniture. They had old teaching styles and methodologies. When people are in their comfort zone, they don’t want to change because the

unknown is scary. They won't know what to do. People are scared to speak English because they're afraid to make mistakes." (L9Ga)

Furthermore, the NETs also revealed that there were a lot of English teachers at school who were not brilliant at what they do. They either did not want to take the job because they were not interested or they did not want the extra work. A lot of local English teachers had an attitude of "just get the job done" and they did not want any changes. L7Ja observed that,

"It's an easier way to get or keep a job to be an English teacher so it's more about ease of a job than love of a job. There are a number of them who don't like English, have nothing to do with English outside their school. There is no enthusiasm towards English language. There's no fun in their lesson. A lot of them have a kind of attitude "Just get the job done" or "work to the textbook."" (L7Ja)

In addition, local English teachers saw English as a subject. They had no enthusiasm towards English language and even worse they did not like English. Most teachers did not use English because their English was not particularly good and they preferred to use Cantonese. They were scared to speak English because they are afraid to make mistakes. L1Cr commented that,

"When I ask teachers to do or prepare something, they all just said, "No! We're not doing it. It's your job. I've found a small number of teachers who have incredible motivation and interest, but most teachers are not interested. I do the lesson and they watch. They see English as a subject. Most teachers don't use English. I know of no English teacher who reads the South China Morning Post. When they want to give instruction or talk to the kids about something, they'll speak Cantonese. As soon as the bell goes, they start talking Cantonese." (L1Cr)

The NETs' observation supported Griffin et al.'s finding (2007) that the local English teachers seldom practiced the use of English outside the school. Under this circumstance, the NETs in the high satisfaction group chose to accept the unmotivated co-workers as they could not change their attitude. The NETs in the low satisfaction group were not satisfied with their co-workers who lacked motivation.

Table 31.3 Comparison of NETs' Work Context – Satisfaction with Co-workers

Items*		High Satisfaction Group	Low Satisfaction Group
CS10	Poorly motivated co-workers	<p>- H3Sa (scored 1 out of 9 in the scale, 9 means very intense.)</p> <p>- Some teachers have a reputation of being kind of lazy so other people have said to me that if she's observed, she'll pull out all the stops and do a fantastic lesson but if she's not being observed, she doesn't always do everything.</p> <p>+ H6Je (scored 2 out of 9 in the scale, 9 means very intense.)</p> <p>+ They are good teachers. Everybody's quite happy with the reading lesson. They're quite happy to make some changes.</p> <p>- H7Na (scored 5 out of 9 in the scale, 9 means very intense.)</p> <p>- I know there are people out there whose hearts don't belong in the classroom. You have to accept and just move on.</p>	<p>- L1Cr (scored 9 out of 9 in the scale, 9 means very intense.)</p> <p>- When I ask teachers to do or prepare something, they all just said, "No! We're not doing it. It's your job."</p> <p>- I've found a small number of teachers who have incredible motivation and interest, but most teachers are not interested. I do the lesson and they watch.</p> <p>- They see English as a subject. Most teachers don't use English. I know of no English teacher who reads the South China Morning Post. When they want to give instruction or talk to the kids about something, they'll speak Cantonese. As soon as the bell goes, they start talking Cantonese.</p> <p>- L5Ca (scored 7 out of 9 in the scale, 9 means very intense.)</p> <p>- It's differences in expectations; some teachers probably live for teaching and some are probably just waiting to retire and have lost all their passion for it.</p> <p>- There's a lot of teachers at my school who aren't brilliant at what they do and my teachers would describe them as "lazy". They either don't want to take the job because they are not interested or they don't want the extra work.</p> <p>- Their English isn't particularly good. Some of them are very poor at English. One of them spelled "Wednesday" wrong on the board all the time.</p> <p>- L7Ja (scored 8 out of 9 in the scale, 9 means very intense.)</p> <p>- It's an easier way to get or keep a job to be an English teacher so it's more about ease of a job than love of a job.</p> <p>- There are a number of them who don't like English, have nothing to do with English outside their school. There is no enthusiasm towards English language. There's no fun in their lesson.</p> <p>- A lot of them have a kind of attitude "Just get the job done" or "work to the textbook."</p> <p>- L9Ga (scored 7 out of 9 in the scale, 9 means very intense.)</p> <p>- Almost all the time the local teacher just sat in the back or would stand off to the side making sure the kids were paying attention. No co-teaching, no co-planning.</p> <p>- They were old. Their staff had been there so many years they were part of the furniture. They had old teaching styles and methodologies. When people are in their comfort zone, they don't want to change because the unknown is scary. They won't know what to do.</p> <p>- People are scared to speak English because they're afraid to make mistakes.</p> <p>- L10Sr (scored 3 out of 9 in the scale, 9 means very intense.)</p> <p>- Some teachers will stand at the back and some teachers will do marking. Maybe some of them are quite intimidating to have someone else in the classroom with them.</p>

*CS10 = Item 10 in the Scale of Cultural Stress

6.5.3.4 Relationship with Co-workers

The sense of being a part of a professional community is both a powerful motivator and a significant source of job satisfaction (Protheroe et al., 2002). The item *“The chance to be somebody in the community”* and *“The way my coworkers get along with each other”* in the survey were used to understand the NETs’ relationship with co-workers. Table 31.4 shows the responses of the NETs to relationship with co-workers and the comparison between the high and the low satisfaction group.

The NETs in the high satisfaction group had a sense of being part of the community. They mentioned that their co-workers were very friendly, warm and caring. They would see each other outside of school. The NETs were invited to join in the social events in different occasions, like home visits, weddings, birthdays and Christmas. They had a sense of belonging in the community and the school. The responses of the four NETs were similar and typified by,

“I have a sense of being part of that community. People know me there and that’s another very satisfying thing. A lot of parents who are wonderful and some I consider as friends. A lady who talk with regularly and we do some joint ventures together in school and business. ”(H5Se)

“At Christmas, they’d buy me things. For my birthday, they bought me a beautiful scarf. Every time somebody goes somewhere, they would bring me something. I thought that was really nice. It’s very warm and very caring. I think I’ve been immersed into the culture of the school and they’ve gotten to know me over these years. It was actually gossiping about somebody else but it’s not a whisper. It’s open secret.” (H7Na)

On the contrary, most of the NETs in the low satisfaction group felt isolated, lonely and left out. They explained that they were totally separated with the others because of the limited attempt of the panel chairs to integrate the NETs into the school and the limited communication of information. Language barrier was another reason that the NETs felt alienated. The NETs expressed that the local English teachers were not really engaging even though they tried to talk to them. L5Ca explained his situation by saying that,

“As a NET, you’re an island. You’re totally separate from that because you don’t speak the language. It’s too isolating and there might be a week that goes by where I don’t really have any interaction with anybody. If I had a good circle of co-workers who I got along well with, then the other times that I wasn’t teaching I would enjoy more. I felt like she (the panel chair) didn’t make any attempt to integrate me into the school. She never introduced me to people. She didn’t

orientate me into the school. She didn't tell me where things were. I had no instruction on it. Getting involved in these internal political struggles with people and having arguments with people are trouble. The new panel who didn't want the job, is becoming isolated from the other teachers because nobody wants to be honest with somebody who's their boss." (L5Ca)

Coincidentally, the NETs in the low satisfaction group were not satisfied with the relationship among co-workers in their school. They mentioned that the staff room in their schools were very quiet and the teachers did their marking, went to meetings and ate at their desk without interaction. They explained that teachers were trying to avoid getting involved in the internal political struggles and having arguments with people. He observed that,

"The staff room is quiet most of the time. You could hear a pin drop. They do their marking, go to meetings, eat at their desk. Some of them don't even speak much Cantonese with the other local people. It's a very lonely job for them." (L1Cr)

The relationship between the NETs and the local English teachers was tenuous, strained and very thin. Even worse, the local English teachers might perceive the NETs to be lazy as they thought that the NETs left earlier than everyone else but earned a lot more. The local perspective on NETs is consistent with Elsie Tu's observation. She believed that it would create ill feeling among teachers in the same school if NETs earn more while local English teachers cannot earn as much as the NETs (Hong Kong Legislative Council, 1997c, p.110). L9Ga and L10Sr illustrated with their experience.

"I felt ostracized and alienated. I felt left out and wasn't involved in anything. This is the first time I worked in a place where people don't speak my language, so you do feel a bit lonely. You're trying to talk to others but they kind of just not really engaging. When I was sick and I phoned in and I couldn't get through to anyone, and then the school called up to complain I hadn't called in sick. They may perceive the NET to be sometimes lazy, just sat there on Facebook or the internet. They think the NET leaves earlier than everyone else. They earn a lot more." (L9Ga)

"I had one experience in my first year at school when I tried to talk to a teacher about an aspect of a lesson. And it went so badly and that teacher has never really spoken to me since then. I think it's very difficult because if you don't have very good communication, if somebody read something negative into what you say, then you don't really have any control over it and you can't even rectify it because you're coming at it from such different angles. I feel like isolated. I think when I'm working I'm still effectively working quite alone and I think there's only so much you can do without support." (L10Sr)

Co-worker relationship has an important influence on employee organisational commitment that results from employee's job satisfaction (Raabe and Beehr, 2003). The case of the NETs in the high satisfaction group demonstrated that close relationship with one's co-workers increases job satisfaction and organisational commitment, particularly in a situation where co-workers are regarded as friends, as a support system, or as family (McNeese-Smith and Nazarey, 2001). It also supported that when employees have trustful friends at work, they can get help or advice from their friend co-workers and, therefore, gain feelings of security, comfort, and satisfaction with their job at work (Dotan, 2007). Furthermore, individuals who have a close friend at work are less likely to be absent or leave the organisation than individuals who do not because they gain a sense of belongingness and obligation to the workplace friends who have accepted, understood and helped them at work.

On the other hand, the experience of the NETs in the low satisfaction group supported the argument that social ties are less likely to develop between people who do not share a common background (Bonache, 2005). In that sense, expatriates may be exposed to less interaction with their local peers and miss an opportunity to learn about the domestic culture of their host setting (Adler, 1997). Language barrier mentioned by the NETs could be explained by Maney and Stevenson (2001) that communication is affected by the language abilities of both expatriates and local staff. Hence, it is expected that expatriates will be less satisfied with co-workers than their national counterparts (Bonache, 2005). The feeling of isolation experienced by the NETs is also predictable as a result of communication barrier (Katz and Kahn, 1978). Katz and Kahn (1978) explained that feelings of isolation lead to high perceptions of stress, especially when the worker finds himself or herself in a relatively new and unknown business environment and experiences difficulties of cross-cultural adjustment. As a result, lack of support and perceived stress lead to job-related strains such as dissatisfaction and turnover.

Table 31.4 Comparison of NETs' Work Context – Relationship with Co-workers

Items*		High Satisfaction Group	Low Satisfaction Group
IS4	The chance to be somebody in the community	<p>+ <i>H5Se (scored 5 out of 5 in the scale. 5 means extremely satisfied.)</i></p> <p>+ I have a sense of being part of that community. People know me there and that's another very satisfying thing.</p> <p>+ A lot of parents who are wonderful and some I consider as friends. A lady who talk with regularly and we do some joint ventures together in school and business. I have a definite sense of belonging in the community and the school. It's a very small place.</p> <p>+ <i>H6Je (scored 5 out of 5 in the scale. 5 means extremely satisfied.)</i></p> <p>+ I don't feel pushed away at all. I was surprised at some of the Cantonese teachers who I really don't have a lot to do with, came to my boat. We all go out and they take lots of photos.</p> <p>+ <i>H7Na (scored 4 out of 5 in the scale. 5 means extremely satisfied.)</i></p> <p>+ At Christmas, they'd buy me things. For my birthday, they bought me a beautiful scarf. Every time somebody goes somewhere, they would bring me something. I thought that was really nice. It's very warm and very caring.</p>	<p>– <i>L5Ca (scored 1 out of 5 in the scale. 5 means extremely satisfied.)</i></p> <p>– As a NET, you're an island. You're totally separate from that because you don't speak the language. It's too isolating and there might be a week that goes by where I don't really have any interaction with anybody.</p> <p>– If I had a good circle of co-workers who I got along well with, then the other time that I wasn't teaching I would enjoy more.</p> <p>– I felt like she didn't make any attempt to integrate me into the school. She never introduced me to people. She didn't orientate me into the school. She didn't tell me where things were. I had no instruction on it.</p> <p>– <i>L7Ja (scored 3 out of 5 in the scale. 5 means extremely satisfied.)</i></p> <p>– I didn't think it could get much worse when I first entered the school where I feel pretty isolated at the school</p> <p>– <i>L9Ga (scored 1 out of 5 in the scale. 5 means extremely satisfied.)</i></p> <p>– I felt ostracized and alienated. I felt left out and wasn't involved in anything.</p> <p>– This is the first time I worked in a place where people don't speak my language, so you do feel a bit lonely. You're trying to talk to others but they kind of just not really engaging.</p> <p>– When I was sick and I phoned in and I couldn't get through to anyone, and then the school called up to complain I hadn't called in sick.</p> <p>– <i>L10Sr (scored 3 out of 5 in the scale. 5 means extremely satisfied.)</i></p> <p>– I had one experience in my first year at school when I tried to talk to a teacher about an aspect of a lesson. And it went so badly and that teacher has never really spoken to me since then.</p> <p>– I think it's very difficult because if you don't have very good communication, if somebody read something negative into what you say, then you don't really have any control over it and you can't even rectify it because you're coming at it from such different angles.</p> <p>– I feel like isolated. I think when I'm working I'm still effectively working quite alone and I think there's only so much you can do without support.</p>

*IS4 = Item 4 in the Scale of Intrinsic Satisfaction; GS18 = Item 18 in the Scale of General Satisfaction

Table 31.4 Comparison of NETs' Work Context – Relationship with Co-workers (continued)

Items*		High Satisfaction Group	Low Satisfaction Group
GS18	The way my coworkers get along with each other	<p>+ H3Sa (scored 5 out of 5 in the scale. 5 means extremely satisfied.)</p> <p>+ They are very very friendly. A lot of them have quite long term relationship and they've known for many years and seem quite close.</p> <p>+ H5Se (scored 3 out of 5 in the scale. 5 means extremely satisfied.)</p> <p>+ I went to her wedding and a couple of people I'll see outside. We had a nice sort of brunch at the hotel.</p> <p>+ H6Je (scored 4 out of 5 in the scale. 5 means extremely satisfied.)</p> <p>+ It's a very friendly staff and stable school so they're really quite friendly so sometimes they come to the boat or I went to a wedding a few weeks ago. Sometimes we meet each other outside of school. Everyone says the principal is a very good person and very highly educated person.</p> <p>– H7Na (scored 4 out of 5 in the scale. 5 means extremely satisfied.)</p> <p>– I think I've been immersed into the culture of the school and they've gotten to know me over these years.</p> <p>– It was actually gossiping about somebody else but it's not a whisper. It's open secret.</p>	<p>– L1Cr (scored 1 out of 5 in the scale. 5 means extremely satisfied.)</p> <p>– The staff room is quiet most of the time. You could hear a pin drop. They do their marking, go to meetings, eat at their desk. Some of them don't even speak much Cantonese with the other local people. It's a very lonely job for them.</p> <p>– L5Ca (scored 3 out of 5 in the scale. 5 means extremely satisfied.)</p> <p>– Getting involved in these internal political struggles with people and having arguments with people are trouble. The new panel who didn't want the job, is becoming isolated from the other teachers because nobody wants to be honest with somebody who's their boss.</p> <p>– L7Ja (scored 1 out of 5 in the scale. 5 means extremely satisfied.)</p> <p>– My relationship is tenuous, strained, very thin.</p> <p>– L9Ga (scored 1 out of 5 in the scale. 5 means extremely satisfied.)</p> <p>– They may perceive the NET to be sometimes lazy, just sat there on Facebook or the internet. They think the NET leave earlier than everyone else. They earn a lot more.</p>

*IS4 = Item 4 in the Scale of Intrinsic Satisfaction; GS18 = Item18 in the Scale of General Satisfaction

6.5.3.5 Co-worker Support

Social support has been defined broadly as the availability of helping relationships and their quality (Hulbert, 1991). The item *“I receive a task without the manpower to complete it”, “Insufficient personnel to handle a task”, “I have a task without the manpower to carry it out”* and *“I receive a task without adequate resources and materials to execute it”* in the survey were used to understand the co-worker support to the NETs. Table 31.5 shows the responses of the NETs to co-worker support and the comparison between the high and the low satisfaction group.

The NETs in the high satisfaction group were satisfied with the support from their co-workers. They mentioned that they had sufficient manpower to carry out the lesson. They usually had at least an assistant and a local English teacher to help out and co-teach in the lesson. They agreed that it helped a lot to have more adults in the lesson. As H3Sa and H9Da said,

“Actually four adults in the class PLPR lesson. ” (H3Sa)

“I have an assistant and she helps with a lot of things. If the student asks something that I don’t understand, she can help with it. It is co-teaching because the teachers will bring the students to the Wonderland and then we’ll have the lesson together. My Wonderland is like two classrooms put together. So it’s massive” (H9Da)

However, the NETs in the low satisfaction group had a different experience. They expected to work with the local English teachers in partnership but they gradually dropped their part of task and forced the NET to take over the task. Furthermore, the NET did not get any support from their co-workers when they tried to come up with some creative and imaginative things. In addition to that, they could not access the adequate resource and materials to carry out their tasks. L7Ja expressed that,

“Some of the things were supposed to be done in partnership with some of the other teachers and the partnership was being dropped. For example with the speech festival, I was supposed to help the local teachers with their training in terms of getting pronunciation and helping them to do that. What ended up happening was over a number of years, the local English teachers completely dropped their training and just forced me to do all the training. ” (L7Ja)

L9Ga further elaborated his situation by listing a number of constraints that he could not complete his task effectively, such as no lamination, no colour photocopy, no

English room, a few English books, a tiny classroom, and an unreliable computer. He said that,

"I tried to come up with some creative and imaginative things. There was no support from anyone. I couldn't laminate. If I want to photocopy, there was no colour photocopy. There is no English room. There's a very few English books in the library. It's a tiny library. The classroom was an old fashioned classroom. The computers were unreliable. There was no room to move about so you couldn't do anything like guided reading, big book or storytelling, chants, rhymes. It was like a classroom after the 1930s." (L9Ga)

Co-worker support refers to co-workers assisting one another in their tasks when needed by sharing knowledge and expertise as well as providing encouragement and support (Zhou and George, 2001). The case of the NETs in the high satisfaction group demonstrated that workplace friendship increases support and resources that help employees to accomplish their job, reduce work stress, and provide increased communication, cooperation and energy (Fine, 1986). In an environment where co-worker support is high, employees are able to discuss ideas more openly and honestly and there is a positive relationship to job satisfaction (Fass et al., 2007). On the other hand, the NETs in the low satisfaction group showed that lack of co-worker support can fail to provide a basis for solidarity and united resistance to management (Kaul and Lakey, 2003). In other words, support from co-workers is appropriate for work specific problems and can relieve work stress (Lindorff, 2001). As a consequence of the feelings of being valued and experiencing less stress, employees feel more satisfied with their job and are less inclined to have intentions to quit the organisation (Levy, 2006).

Table 31.5 Comparison of NETs' Work Context – Co-worker Support

Items*		High Satisfaction Group	Low Satisfaction Group
RC8	I receive a task without the manpower to complete it.	<p>+ <i>H7Na</i> (scored 2 out of 7 in the scale. 7 means strongly agree.)</p> <p>+ Sufficient, everything, no problem.</p>	<p>- <i>L7Ja</i> (scored 5 out of 7 in the scale. 7 means strongly agree.)</p> <p>- Some of the things were supposed to be done in partnership with some of the other teachers and the partnership was being dropped.</p> <p>- For example with the speech festival, I was supposed to help the local teachers with their training in terms of getting pronunciation and helping them to do that. What ended up happening was over a number of years, the local English teachers completely dropped their training and just forced me to do all the training.</p>
OS17	Insufficient personnel to handle a task	<p>+ <i>H9Da</i> (scored 1 out of 7 in the scale. 7 means strongly agree.)</p> <p>+ I have an assistant and she helps with a lot of things. If the student asks something that I don't understand, she can help with it.</p> <p>+ It is co-teaching because the teachers will bring the students to the Wonderland and then we'll have the lesson together.</p>	
RC9	I have a task without the manpower to carry it out.	<p>+ <i>H3Sa</i> (scored 1 out of 7 in the scale. 7 means strongly agree.)</p> <p>+ Actually four adults in the class PLPR lesson.</p>	<p>- <i>L9Ga</i> (scored 3 out of 7 in the scale. 7 means strongly agree.)</p> <p>- I tried to come up with some creative and imaginative things. There was no support from anyone.</p>
RC13	I receive a task without adequate resources and materials to execute it.	<p>+ <i>H9Da</i> (scored 1 out of 7 in the scale. 7 means strongly agree.)</p> <p>+ My Wonderland is like two classrooms put together. So it's massive.</p>	<p>- <i>L9Ga</i> (scored 7 out of 7 in the scale. 7 means strongly agree.)</p> <p>- I couldn't laminate. If I want to photocopy, there was no colour photocopy. There is no English room. There's a very few English books in the library. It's a tiny library.</p> <p>- The classroom was an old fashioned classroom. The computers were unreliable. There was no room to move about so you couldn't do anything like guided reading, big book or storytelling, chants, rhymes. It was like a classroom after the 1930s.</p>

*RC8, 9, 13 = Item 8, 9, 13 in the Scale of Role Conflict; OS17 = Item 17 in the Scale of Organizational Stress

6.5.3.6 Work Environment

A work environment is made up of a range of factors, including company culture, management styles, hierarchies and human resources policies (Ingram, 2014). The item *“Working effectively in the host country”*, *“Working condition”*, and *“The way school policies are put into practice”* in the survey were used to understand the NETs’ work environment. Table 31.6 shows the responses of the NETs to work environment and the comparison between the high and the low satisfaction group.

H3Sa was the only one who felt satisfied with her school culture. She mentioned that her school was very open to new ideas. The teachers did a lot of learning circles and adopted a very collaborative approach to teaching.

“They’re very open to new ideas and even within the teaching set-up, they do a lot of learning circles and very collaborative approach to teaching. In their sort of educational philosophy and their atmosphere, I felt very positive and it felt like I was going home. That’s how it felt to me so I thought it was just a very good match.” (H3Sa)

The NETs in the low satisfaction group described the negative side of their work environment that affect their effectiveness to complete a task. First of all, L1Ca explained that he could not get momentum as their lessons had been cancelled because of the holiday, the school trips, and the talks with guest speakers.

“You can’t get momentum. This week they (the local teachers) teach them. Next week I teach them. Next week is a holiday. Two weeks later, see them again. A week later, they go on a trip. It cuts into the time. One class I had, I didn’t see them for a month because of these. I have been waiting for a class to come up from the PE lesson. One of the kids come up and say “we haven’t got a lesson with you today because we’ve got a talk from a guest speaker.” When was the guest speaker organised? Must be days or weeks but I was told just before the lesson.” (L1Ca)

Furthermore, language barrier also affected their effectiveness to work as NETs. L7Ja agreed that he sometimes needed to rely on the native language to get meanings or points across, especially for classroom discipline.

“If you’re teaching in your home country, then obviously you can do everything yourself but once you’re in a foreign language, you sometimes need to rely on the native language to get meanings or points across – especially when you’re talking about discipline...to either tell someone what they’ve done wrong or to

explain something or to punish or whatever it may be to get the attention of the class effectively.” (L7Ja)

Both L9Ga and L10Sr pointed out that the school management hierarchy was another difficulties for them carry out the task effectively. They both experienced that no one at school felt that they could authorise something and they had to get permission to do anything. In fact, this observation supported Schwartz (1999) that Hong Kong places strong emphasis on “hierarchy” which emphasises power and ranking in social affairs and the distribution of resources. This Chinese work value may contradict with the western idea of work practice. The responses of the NETs were similar as follows:

“In schools, you may have a hierarchy, a management hierarchy. You want to do anything, you have to get permission to do it.” (L9Ga)

“Totally depends on the principal often because the working culture, the working structure is so hierarchical. Often I think it’s dumb because no one feels that they can authorise something.” (L10Sr)

In addition, the NETs in both the high and the low satisfaction group mentioned that some of the school culture were different from the practice in their home countries. L9Ga stated two core things that he found significant in work environment which are “quality versus quantity” and “effectively and efficiently”. For instance, both L1Ca and L9Ga argued that the local English teachers should not mark every single piece of work. They suggested that students should mark their own works and teachers just did a quick check. In their home country, if teachers have marked the first draft, then it was the student responsibility to make sure it is done right. Teachers needed to empower the students to check their own work. They commented that,

“Teachers don’t need to mark everything the way they do but they won’t change. Why don’t you start getting kids to mark their own work so you just do a quick check. ” (L1Ca)

“There are two things: quality versus quantity; efficiently and effectively. They need to think about how they work effectively and efficiently. They don’t need to be marking every single piece of work. If you’ve marked the first draft then it’s the student responsibility to make sure it’s done right. You need to empower the students to check their own work.” (L9Ga)

Furthermore, the culture of long meetings and the long working hours were the things they considered local English teachers worked ineffectively and inefficiently. H6Je thought that it was very good to co-plan but the meetings last for hours and did not really reach a decision which may not be good. She further mentioned that Hong

Kong teachers worked really hard and they did work long hours but she thought somethings they did were not really need to do. The rapid and unnecessary change of the policy created frustration. She observed that,

“Hong Kong teachers work really hard and they do work long hours but I don’t think some things they don’t really need to do. It’s very good to co-plan but their meetings last for hours and I’ve heard them sometimes they can talk about the same topic for half an hour and not really reach a decision. Everything changes again and now they’re talking about changing P3 so I get a little bit frustrated with the number of changes to what I’m expected to do.” (H6Je)

Furthermore, H9Da used “face value” to understand this work culture. She illustrated with the statement that “The earlier you sign in and the later you sign out, the more work you do.” That means you could do absolutely nothing in between, but only sign in early and sign out late. In this case, it is good enough to show your hard work. She explained the “face value” by saying that,

“You need to understand is face value. Chinese people seem to think the earlier you sign in and the later you sign out, the more work you do, it means you’re hardworking. You can do absolutely nothing in between, but you sign in early, you sign out later, it means you are hardworking.” (H9Da)

L9Ga agreed with H9Da that he could enter work at 8:30 and leave at 4:30. Within those eight hours, he worked every single second and worked effectively and efficiently. He could get the marking done in class and everything was organised and prepared. He did not need to sit at his desk in the staff room and he did not need to sleep. He questioned that if teachers in England were sleeping at their desk like the teachers here in Hong Kong, they would probably get fired. He said that,

“I can enter work at 8:30 and leave at 4:30. Within those eight hours, I’m working every single second. There’s no down time where I’m talking, having a chat with other people. I work effectively and efficiently. Marking gets done in the lesson. Students don’t finish. They don’t have homework and they just finish in the recess. Everything’s organised and prepared. I don’t need to sit at my desk in my staff room. I don’t need to sleep. If you’re in England and you’re sleeping at your desk, you’ll probably get fired. In Hong Kong, “I work my heart out, I sleep at my desk.”” (L9Ga)

This observation was consistent with Fraser’s (2008) observation that Hong Kong teachers were in an unhealthy work environment. Hong Kong thinking is that the longer

Table 31.6 Comparison of NETs' Work Context – Working Condition

		Items*		High Satisfaction Group	Low Satisfaction Group
CS5	Working effectively in the host country				<ul style="list-style-type: none"> - L1Ca (scored 9 out of 9 in the scale. 9 means very intense.) - You can't get momentum. This week they (the local teachers) teach them. Next week I teach them. Next week is a holiday. Two weeks later, see them again. A week later, they go on a trip. It cuts into the time. One class I had, I didn't see them for a month because of these. - I have been waiting for a class to come up from the PE lesson. One of the kids come up and say "we haven't got a lesson with you today because we've got a talk from a guest speaker." When was the guest speaker organized? Must be days or weeks but I was told just before the lesson. - L7Ja (scored 6 out of 9 in the scale. 9 means very intense.) - If you're teaching in your home country, then obviously you can do everything yourself but once you're in a foreign language, you sometimes need to rely on the native language to get meanings or points across – especially when you're talking about discipline...to either tell someone what they've done wrong or to explain something or to punish or whatever it may be to get the attention of the class effectively. - L9Ga (scored 1 out of 9 in the scale. 9 means very intense.) - In schools, you may have a hierarchy, a management hierarchy. You want to do anything, you have to get permission to do it. - L10Sr (scored 9 out of 9 in the scale. 9 means very intense.) - Totally depends on the principal often because the working culture, the working structure is so hierarchical. Often I think it's dumb because no one feels that they can authorize something.

*CS5 = Item 5 in the Scale of Cultural Stress; GS17 = Item 17 in the Scale of General Satisfaction; ES12 = Item 12 in the Scale of Extrinsic Satisfaction

Table 31.6 Comparison of NETs' Work Context – Working Condition (continued)

Items*		High Satisfaction Group	Low Satisfaction Group
GS17	The working conditions	<p>+ H3Sa (scored 5 out of 5 in the scale. 5 means very satisfied.)</p> <p>+ They're very open to new ideas and even within the teaching set-up, they do a lot of learning circles and very collaborative approach to teaching</p> <p>+ In their sort of educational philosophy and their atmosphere, I felt very positive and it felt like I was going home. That's how it felt to me so I thought it was just a very good match.</p> <p>– H6Je (scored 4 out of 5 in the scale. 5 means very satisfied.)</p> <p>– Hong Kong teachers work really hard and they do work long hours but I don't think some things they don't really need to do.</p> <p>– It's very good to co-plan but their meetings last for hours and I've heard them sometimes they can talk about the same topic for half an hour and not really reach a decision.</p>	<p>– L1Ca (scored 1 out of 5 in the scale. 5 means very satisfied.)</p> <p>– Teachers don't need to mark everything the way they do but they won't change. Why don't you start getting kids to mark their own work so you just do a quick check.</p> <p>– L9Ga (scored 3 out of 5 in the scale. 5 means very satisfied.)</p> <p>– There are two things: quality versus quantity; efficiently and effectively. I can enter work at 8:30 and leave at 4:30. Within those eight hours, I'm working every single second. There's no down time where I'm talking, have a chat with other people. I work effectively and efficiently. Marking it gets done in the lesson. Students don't finish. They don't have homework and they just finish in the recess. Everything's organized and prepared. I don't need to sit at my desk in my staff room. I don't need to sleep. If you're in England and you're sleeping at your desk, you'll probably get fired. In Hong Kong, "I work my heart out, I sleep at my desk."</p> <p>– They need to think about how they work effectively and efficiently. They don't need to be marking every single piece of work. If you've marked the first draft then it's the student responsibility to make sure it's done right. You need to empower the students to check their own work.</p>
ES12	The way school policies are put into practice	<p>– H9Da (scored 5 out of 5 in the scale. 5 means very satisfied.)</p> <p>– You need to understand is face value. Chinese people seem to think "the earlier you sign in and the later you sign out, the more work you do, it means you're hardworking. You can do absolutely nothing in between, but you sign in early, you sign out later, it means you are hardworking.</p> <p>– H6Je (scored 4 out of 5 in the scale. 5 means very satisfied.)</p> <p>– Everything changes again and now they're talking about changing P3 so I get a little bit frustrated with the number of changes to what I'm expected to do.</p>	

*CS5 = Item 5 in the Scale of Cultural Stress; GS17 = Item 17 in the Scale of General Satisfaction; ES12 = Item 12 in the Scale of Extrinsic Satisfaction

you are at the workplace the harder you work. Probably this is the work-related Confucian values of Chinese society which include collectivism, hardworking and endurance, protecting “face” and loyalty. Work is likely to be experienced as central to life (Siu, 2003). However, in the eyes of the NETs, they were working neither harder nor smarter.

The description by the NETs obviously demonstrated that a work environment greatly influence employee satisfaction (Ingram, 2014). It is essential for teachers to know that they have contributed to shaping their work environment (Woods and Weasmer, 2002). A teacher’s sense of his or her contributions to the culture of the school influences job satisfaction (Lortie, 1975). According to Anderman et al. (1991), a school culture that emphasises accomplishment, recognition, and affiliation relates to teacher satisfaction. Teachers find their job satisfaction improves when workplace collegiality is strong and opportunities exist for new learning through new experiences. Teacher collaboration also leads to increased belief in teacher effectiveness. On the other hand, if teachers are dissatisfied with their work lives and lack commitment to their schools, not only will teachers suffer, but their students will suffer as well (McCormack-Larkin, 1986; Rosenholz, 1989).

6.6 Environmental-level Determinants of NETs’ Cross-cultural Adjustment

Culture novelty is defined as the cultural distance between the host culture and a person’s own culture (Church, 1982). According to Black et al.’s framework of international adjustment, culture novelty is one of the non-work factors affecting expatriates’ cross-cultural adjustment. In order to understand the effect of culture novelty and cultural stress on the NETs’ cross-cultural adjustment, their experience living in Hong Kong and dealing with local people are analysed.

6.6.1 Living in Hong Kong

To understand the NETs’ experience of living in Hong Kong, ten items related to culture novelty and cultural stress were analyzed. They were “*Everyday customs that must be followed (Lack of understanding of local culture)*”, “*General living condition*”, “*Using health care facilities*”, “*Transportation system used in the country*”, “*General living cost*”, “*Available quality and types of foods*”, “*Climate*”, “*General housing conditions*”, and “*Shopping*” and “*Entertainment / recreation facilities and opportunities*”

Table 32.1 shows the responses of the NETs to cultural experience and the comparison between the high and the low satisfaction group.

Generally speaking, all NETs were satisfied living in Hong Kong. They had learned the importance of “face” value in Chinese culture. They felt comfortable living in Hong Kong as they liked Asian culture and to the extent that they enjoyed the respect from locals as strangers in the culture. H5Se and L7Na explained that,

“You have to learn the rules, like not making someone lose face. I find it comforting to be in a lack of familiarity in the same way that you have more respect for strangers than your own family. I appreciate Chinese art and things. It just makes the whole experience more enjoyable ” (H5Se)

“Face is very important. You must appear to be busy although you might not actually be busy but the appearance is very important. I like the convenience of everything. I like the transport. It’s absolutely brilliant. I don’t like the fact that the houses are so small and everything you are bumping into furniture. If you want to go to the shop, it’s just like 5 minutes away from you. I like the technology.” (L7Na)

They all agreed that Hong Kong was a safe place to live and was convenient. They thought the public transport was fantastic and it was easy to get some place with the Mass Transit Railway (MTR). They liked the food as well because they could have any cuisine and some fantastic food at a reasonable price. They agreed that Hong Kong was an amazing place for shopping and entertainment. Other than shopping, you could find different kinds of entertainment, like going to concerts, hiking, going to beaches or traveling around Asia. Most of their responses were similar and typified by,

“Hong Kong can be a very convenient place. It’s easy to get some place. The MTR is very convenient. The good thing about Hong Kong is the weather. It doesn’t get too cold in the winter so you can do things outdoors even in the wintertime but it does get hot in the summer. A convenience store nearby or you can buy something.” (L7Ja)

“I never feel threatened. It’s very safe here. The convenience of Hong Kong is massive. I could go to a 7-11 at 4 o’clock in the morning. I live in a village house but only 15 minutes away from Yuen Long (Town centre). The beauty of Hong Kong is you can live a different lifestyle. You could live in a village house. You could live in a very local lifestyle. You could live on the island like a western style.” (L5Ca)

However, one common concern of the NETs was the housing condition. They thought buying an apartment was very difficult because it was expensive for a small

Table 32.1 Comparison of Environmental-Level Determinant – Living in Hong Kong

Items*		High Satisfaction Group	Low Satisfaction Group
CN1 CS2	Everyday customs that must be followed (Lack of understanding of local culture)	<ul style="list-style-type: none"> + <i>H5Se</i> – You have to learn the rules, like not making someone lose face. I find it comforting to be in a lack of familiarity in the same way that you have more respect for strangers than your own family. I appreciate Chinese art and things. It just makes the whole experience more enjoyable. + <i>H6Je</i> – I just enjoy Asian culture and Asian history. + <i>H7Na</i> – Face is very important. You must appear to be busy although you might not actually be busy but the appearance is very important. 	<ul style="list-style-type: none"> + <i>L1Cr</i> – It's a safe place. + <i>L5Ca</i> – I never feel threatened. It's very safe here. The convenience of Hong Kong is massive. I could go to a 7-11 at 4 o'clock in the morning. I live in a village house but only 15 minutes away from Yuen Long (Town centre). The beauty of Hong Kong is you can live a different lifestyle. You could live in a village house. You could live in a very local lifestyle. You could live on the island like a western style. + <i>L7Ja</i> – Hong Kong can be a very convenient place. + <i>L9Ga</i> – You feel safe and it is very convenient and you can go around and get anywhere in a day.
CN2 CS12 GA1	General living condition	<ul style="list-style-type: none"> + <i>H6Je</i> – It's a beautiful place apart from the air quality. + <i>H7Na</i> – I like the convenience of everything. + <i>H9Da</i> – Hong Kong is one of the world's safest cities. It's too convenient. You walk in a shopping center, more than about 50 feet without finding an escalator. 	
CN3 GA7	Using health care facilities		
CN4	Transportation system used in the country	<ul style="list-style-type: none"> + <i>H6Je</i> – I really like the transport and I think if you're going to live in a city, it's quite an easy city to live in. + <i>H7Na</i> – I like the transport. It's absolutely brilliant. 	<ul style="list-style-type: none"> + <i>L1Cr</i> – public transport is just fantastic. It's cheap. In Hong Kong. + <i>L7Ja</i> – It's easy to get some place. The MTR is very convenient.
CN5 GA5	General living costs		

*CN = Items in the Scale of Culture Novelty; CS = Items in the Scale of Cultural Stress; GA = Items in the Scale of General Adjustment

Table 32.1 Comparison of Environmental-Level Determinant – Living in Hong Kong (continued)

Items*		High Satisfaction Group	Low Satisfaction Group
CN6 GA3	Available quality and types of foods	+ <i>H6Je</i> – I like the food.	+ <i>L7Cr</i> – I like the food. I can go to places where I can buy ten dumplings for \$20 and it's just fantastic. I can buy fried squid with rice and vegetable and a really nice apple drink for \$30. + <i>L9Ga</i> – I like it very much. You can have any cuisine.
CN7	Climate		+ <i>L7Ja</i> – good thing about Hong Kong is the weather. It doesn't get too cold in the winter so you can do things outdoors even in the wintertime but it does get hot in summer.
CN8 GA2	General housing conditions	+ <i>H6Je</i> – we're living on a boat in Pak Sha Wan and we think it's the best place in Hong Kong and we love it. – <i>H7Na</i> – I don't like the fact that the houses are so small and everything you are bumping into furniture.	– <i>L7Cr</i> – Housing is expensive. – <i>L7Ja</i> – Buying an apartment is very difficult. – <i>L9Ga</i> – Expensive. Hong Kong is a first class city but with third world housing. Why am I paying nearly 1,000,000 GBP for a small flat.
GA4	Shopping	– <i>H6Je</i> – I'm not really a shopper. I don't like going on shopping in Hong Kong + <i>H7Na</i> – If you want to go to the shop, it's just like 5 minutes away from you. + <i>H9Da</i> – you have got stores, like three connected shopping centres, the store open long hours.	+ <i>L7Ja</i> – a convenient store nearby or you can buy something
GA6	Entertainment / recreation facilities and opportunities	+ <i>H6Je</i> – It's an amazing place. We can go and have breakfast out on an island where there's nobody else. We enjoy going to some concert that are readily available around here and affordable. We have done a lot of Asian travelling. It was very cheap to go to Asia. + <i>H7Na</i> – I like the technology.	– <i>L7Ja</i> – Hong Kong is a very boring place. Other than shopping, still shopping and shopping. There's actually not a lot to do. + <i>L9Ga</i> – You can go different bars and people come for conversation. You can travel, go to the beach, go for hikes, go shopping, go cinema.

*CN = Items in the Scale of Culture Novelty, CS = Items in the Scale of Cultural Stress; GA = Items in the Scale of General Adjustment

flat. In short, the NETs seemed well-adapted to live in Hong Kong. Most of them agreed with L9Ga that,

“You feel safe and it is very convenient and you can go around and get anywhere in a day. I like it very much. You can have any cuisine. Housing is expensive. Hong Kong is a first class city but with third world housing. Why am I paying nearly 1,000,000 GBP for a small flat. You can go different bars and people come for conversation. You can travel, go to the beach, go for hikes, go shopping, go cinema.” (L9Ga)

6.6.2 Dealing with Local People

To understand the NETs’ experience of dealing with local people, three items related to interaction adjustment were analysed. They were *“Speaking with locals (Lack of ability to speak the local language)”*, *“Interacting with locals”*, and *“Conflicts with locals”*. Table 32.2 showed the responses of the NETs on dealing with local people and the comparison between the high and the low satisfaction group.

In general, the NETs did not have problems dealing with local people. The NETs in the high satisfaction group generally had a positive impression on locals and some of them could make friends with them. They mentioned that,

“people are generally well-educated and well-traveled. I find I have an easier time working in an Asian atmosphere than non-Asian atmosphere. You get service in English.” (H5Se)

“I had a local couple. We were quite good friends. We would often go out together.” (H7Na)

However, some of the NETs in the low satisfaction group did actually have a negative impression on locals. H9Da experienced the racism in Hong Kong because her skin colour was pretty much like black people. She said that,

“Hong Kong is racist. I have had some really bad experience at shops and stores, because of how they perceive me to be ethnically.” (H9Da)

Moreover, L1Cr found some of the attitude of people in Hong Kong annoying, such as their attitude towards rubbish, spitting, smoking, and feeling that they are better than others. L7Ja also pointed out that some of the locals lacked politeness and they were easy to blame someone else instead of looking at the situation. They observed that,

“I don’t like the attitude of people in Hong Kong towards rubbish and littering. I don’t like the way people spit. I don’t like people smoking. I don’t like the attitude of people in Hong Kong who think they’re better than other people.” (L1Cr)

“Lack of politeness to one another. A lack of being civil to one. It’s always about blame. I find that sometimes local people are so quick to blame someone else rather than to look at the situation to determine.” (L7Ja)

Table 32.2 Comparison of Environmental-Level Determinant – Dealing with Local People

Items*		High Satisfaction Group	Low Satisfaction Group
CS1 IA11	Speaking with locals (Lack of ability to speak the local language)		
CS6 IA8 IA9 IA10	Interacting with locals	<p>+ <i>H55e</i> – people are generally well-educated and well-traveled. I find I have an easier time working in an Asian atmosphere than non-Asian atmosphere. You get service in English.</p> <p>+ <i>H6Je</i> – there are local people living in Pak Sha Wan who we see quite regularly, just a friendly basis.</p> <p>+ <i>H7Na</i> – I had a local couple. We were quite good friends. We would often go out together.</p>	<p>- <i>L1Cr</i> – I don’t like the attitude of people in Hong Kong towards rubbish and littering. I don’t like the way people spit. I don’t like people smoking. I don’t like the attitude of people in Hong Kong who think they’re better than other people.</p> <p>- <i>L7Ja</i> – Lack of politeness to one another. A lack of being civil to one. It’s always about blame. I find that sometimes local people are so quick to blame someone else rather than to look at the situation to determine.</p>
CS7 CS11	Conflicts with locals	<p>- <i>H9Da</i> – Hong Kong is racist. I have had some really bad experience at shops and stores, because of how they perceive me to be ethnically.</p>	

* CS = Items in the Scale of Cultural Stress; IA = Items in the Scale of Interaction Adjustment

6.7 Individual-level Determinants of NETs' Cross-cultural Adjustment

Personality is important stable intercultural competency in enhancing expatriate cross-cultural adjustment (Leiba-o'Sullivan, 1999). According to van der Bank and Rothmann's model of the expatriates' cross-cultural adjustment (2006), personality traits as variables are relatively stable characteristics of expatriates dispositions and environments, and refer to what is available to them for their cross-cultural adjustment. The Big Five personality traits, including extraversion, agreeableness, conscientiousness, neuroticism and openness to experience were analysed.

The NETs generally agreed that NETs should possess four personality traits which are mentioned in the Five-Factor Model of Personality. They agreed that traits associated with extraversion, like being sociable, assertive, expressive, were important to be NETs. They explained that being NETs, they needed to know how to handle people and be good at finding different ways to communicate because if a NET could not do that, then he or she will be quite isolated. They believed that,

"You have to be good at communicating or good at finding different ways to communicate because if you can't do that, then you'll be quite isolated. If you're not flexible, it's not going to work." (L10Sr)

"You need to know how to handle people..." (L9Ga)

Flexibility and tolerance as the traits associated with agreeableness were essential too. Being NETs, they needed to be flexible and willing to change their views. NETs needed to observe and be a learner. Sometimes NETs needed to be tolerant because NETs were going to have a really tough time if they had only one way of doing things in their mind. They stated that,

"willing to change your view. If you have the right way and the only way of doing something, then you're going to have a really tough time. It can be quite easy to become paranoid when you think you're the one who sticks out. Be willing to keep an open mind and willing to accept certain things." (H3Sa)

"It's good to be flexible and be a learner. If you wake up angry or afraid in the morning, it's time to go. There is no point in being angry here in a situation like this because it's not your place to be angry." (H6Je)

Openness to experience was also one of the core personality traits for being a NET. NETs had to be really adaptable, be willing to keep an open mind and accept certain things. If NETs were going to spend all day finding things that they did not like

Table 33.1 Comparison of Individual-Level Determinant – Personality Traits

Items	High Satisfaction Group	Low Satisfaction Group
Extraversion	<ul style="list-style-type: none"> + <i>H9Da</i> – We're a very easy people to please. It doesn't take much to make us happy. 	<ul style="list-style-type: none"> + <i>L9Ga</i> – You need to know how to handle people. + <i>L10Sr</i> – You have to be good at communicating or good at finding different ways to communicate because if you can't do that, then you'll be quite isolated.
Agreeableness	<ul style="list-style-type: none"> + <i>H3Sa</i> – willing to change your view. If you have the right way and the only way of doing something, then you're going to have a really tough time. + <i>H6Je</i> – it's good to be flexible and be a learner. + <i>H7Na</i> – I'm very tolerant. + <i>H9Da</i> – my school is really flexible and you need to observe. 	<ul style="list-style-type: none"> + <i>L10Sr</i> – If you're not flexible, it's not going to work.
Conscientiousness		
Neuroticism	<ul style="list-style-type: none"> + <i>H3Sa</i> – It can be quite easy to become paranoid when you think you're the one who sticks out. + <i>H6Je</i> – If you wake up angry or afraid in the morning, it's time to go. There is no point in being angry here in a situation like this because it's not your place to be angry. + <i>H7Na</i> – I think an important factor is to be calm because it can be very lonely and you kind of feel a little bit isolated. Everybody's so busy with their work. 	<ul style="list-style-type: none"> + <i>L1Cr</i> – You have to be independent because it's a very lonely situation. You don't get to talk to a lot of people. You spend a lot of time on your own. + <i>L5Ca</i> – You are on your own and it's hard to meet people. You are isolated and you're not given instructions, people don't understand your point of view.
Openness	<ul style="list-style-type: none"> + <i>H3Sa</i> – be willing to keep an open mind and willing to accept certain things. + <i>H5Se</i> – adaptability + <i>H9Da</i> – a NET needs to do is accept 	<ul style="list-style-type: none"> + <i>L10Sr</i> – You have to be really adaptable and open to a different culture because if you're going to spend all day finding things that you don't like or things you find difficult, they you're just going to be unhappy.

or things they found difficult, then they were going to be unhappy. L10Sr suggested that,

“You have to be really adaptable and open to a different culture because if you’re going to spend all day finding things that you don’t like or things you find difficult, they you’re just going to be unhappy..” (L10Sr)

Last but not least, one of the important traits was to be calm and not too emotional because being a NET was very lonely. NETs did not get to talk to a lot of people and spent a lot of time working on their own. NETs were isolated which means they may not get instructions or people did not understand their point of view. It can be quite easy to become paranoid. They explained that,

“I’m very tolerant. I think an important factor is to be calm because it can be very lonely and you kind of feel a little bit isolated. Everybody’s so busy with their work.” (H7Na)

“You have to be independent because it’s a very lonely situation. You don’t get to talk to a lot of people. You spend a lot of time on your own.” (L1Cr)

6.8 Summary of Determinants of NETs’ Job Satisfaction and Cross-cultural Adjustment

NETs’ job satisfaction and cross-cultural adjustment were analysed in terms of three main levels of determinants (organisational, environmental and individual) with five dimensions (job characteristics, job content, work context, environmental and personality traits). A total of twenty-four items were categorised from the interviews in accordance with the survey the NETs did before. Table 34.1 summarises the analysis of the interviews with the NETs on their job satisfaction and cross-cultural adjustment.

There was a huge gap in responses by the NETs to the organisational-level of determinants of job satisfaction. Regarding job characteristics, the NETs in the high satisfaction group responded positively on all items (skills variety, task identity, task significance, professional autonomy, and feedback). They agreed that they had chance to do something that make use of their abilities, such as being a walking dictionary, writing a textbook, proofreading grammar, and offering professional development workshop. The NETs had clear, planned goals and objectives for their job which focused mainly on their teaching role. Also, they knew exactly what is expected of them from schools. The NETs felt strongly that they had a chance to do things for others, including teaching children English and bringing in some new teaching ideas to other teachers. The NETs agreed that they had enough autonomy to carry their tasks. They

had a chance to work alone on their program. They had freedom to use their own judgement and try their own methods of doing the tasks. The NETs were pleased to get the feedback and praise for doing a good job from their principals, the co-workers and even the parents.

On the contrary, the NETs in the low satisfaction group responded negatively on all five items on job characteristics. The NETs didn't feel that they were utilised or used to the capacity that they could in terms of the teaching time and the tasks they were working on. The NETs also confused their planned goals and objectives for their job with what exactly is expected of them. They had an idea from the NET Scheme that they should be an "Agent of Change". However, they could not make any difference because they did not have any real power. Even worse, they were not considered as a teacher since they did not have reasonable amount of teaching time so they found it difficult to have any impact on children's English learning. As a result of the negative feeling of skill variety and task identity, the NETs did not feel that they had chance to do anything for other people, neither children nor teachers. The local English teachers did not treat them with respect. The NETs felt powerless and had no autonomy to use their own judgement or try their own methods of doing the job. The NETs had to follow what the schools or the teachers told them to do. Although they had tried to make some suggestions to the school, no one at school actually considered them seriously. The NETs felt disappointed that they did not get any feedback or praise from neither principals nor teachers. They considered that as a cultural issue where Chinese people found it difficult to express their feelings.

Similarly, the NETs in the high satisfaction group responded positively on all items in job content. The NETs took their responsibility as teacher-in-charge of their NET lessons through leading the co-planning meetings, designing the NET lessons, delegating work to local English teachers and teaching assistant for their lessons. They also worked as supervisors to their teaching assistants. Even though the NETs took different responsibilities, they still had to try to make an effort to be busy at work. To the extent, they were not fully utilised. Within their responsibilities, the NETs felt certain about how much authority they had on the job, including the power over their syllabus, and the tasks they can do and they cannot. However, role conflict could be found among the NETs in the high satisfaction group. Since the NETs had to work with a number of classes and a number of teachers, they experienced that they worked with two or more groups who operate differently and the work they did were accepted by one person and not by others. Fortunately, the NETs felt lucky that they did not have to attend any Cantonese meetings. They considered the improvement of everyday

teaching as career advancement. Therefore, they felt accomplished when they felt good about the lesson. They felt good to know that the children liked them and enjoyed the lessons. They believed that they could make a difference on children's English learning.

By contrast, the NETs in the low satisfaction group responded negatively on most of the items in job content. Likewise, the NETs emphasised their responsibilities as "Agent of Change" so they felt frustrated that they could not make any changes at school. Similarly, they thought they were under-deployed in terms of the teaching hours. The NETs felt uncertain about their authority they had on the job. They had no power to make changes. They were not be informed about what was happening at school even though they were requested to attend all kinds of Cantonese meetings. The schools were not following the guidelines of the NET Scheme. The NETs experienced a significant role conflict. They were confused with the expectations and the practice of different classes and different teachers. They felt that no matter what they did it seemed to go wrong to a certain extent. They could not carry out the lessons effectively with multiple different teachers. The NETs considered that there was no career advancement for being NETs if they looked for a promotion in the NET Scheme or the local system. Fortunately, the NETs still felt accomplished by looking at the enjoyment of the lessons and the growth of the children in English learning.

Regarding work context, the NETs in both the high and the low satisfaction group were satisfied with pay and remuneration package. The NETs in the high satisfaction group had a satisfactory relationship with their supervisors and their co-workers. They got the support from their co-workers and found a very open and supportive working condition at school. However, the NETs in the low satisfaction group were dissatisfied with their supervisors in terms of the way they handle the co-workers and their competence in making decisions. They were not satisfied with their co-workers either. They found most of their co-workers were poorly motivated and perceived them as "lazy". They did not feel that they were part of the team as the local English teachers were reluctant to use English and to communicate with them. They felt isolated and lonely at school. Because of this, they could not receive sufficient manpower to carry out their task. They felt that the working conditions and the school culture were different from what they should be when compared with their home country. In summary, the NETs in the high satisfaction group generally were satisfied in the organisational-level of determinants of job satisfaction while those in the low satisfaction group were not.

Table 34.1 Summary of Determinants of NETs' Job Satisfaction

Items	High Satisfaction Group	Low Satisfaction Group
Job Characteristics		
Skill Variety	+	-
Task Identity	+	-
Task Significance	+	-
Professional Autonomy	+	-
Feedback	+/-	-
Job Content		
Responsibility	+	-
Workload	+/-	+/-
Role Ambiguity	+	-
Role Conflict	+/-	-
Career Advancement	+	-
Feeling of Accomplishment	+	+
Work Context		
Satisfaction with Pay	+	+
Satisfaction with Supervisors	+	-
Satisfaction with Co-workers	+/-	-
Relationship with Co-workers	+	-
Co-worker Support	+	-
Work Environment	+/-	-
Environmental- Level Determinants		
Living in Hong Kong	+/-	+/-
Dealing with Local People	+/-	-
Personality Traits		
Extraversion	+	+
Agreeableness	+	+
Conscientiousness	N/A	N/A
Neuroticism	+	+
Openness	+	+

"+" means positive response; "-" means negative response; "N/A" means no response

The responses of the NETs were more consistent on the environmental-level of determinants of cross-cultural adjustment. The NETs in both the high and the low satisfaction group felt satisfied living in Hong Kong. They learned about the local culture and the importance of "face value". They felt safe living here. They liked the convenience of everything, the easy public transport, the fantastic food and the wide variety of the entertainment here in Hong Kong. However, they all agreed that the housing condition was not good because the apartments were expensive but small. The NETs in the high satisfaction group had a more positive impression and experience dealing with local people. They could make close friends with local people.

Nonetheless, some of them experienced racism and did not like some aspects of local people, such as littering, spitting, smoking, and lack of politeness.

The most consistent responses of the NETs was on the individual-level determinants of cross-cultural adjustment. They all agreed that a NET should possess certain personality traits mentioned in the Five-Factor Model of personality. They acknowledged the importance of personality traits, like extraversion, agreeableness, and openness when they worked as a NET at school. They further explained that it was very important to learn different ways of communication, to be flexible to change views, to be tolerant, to be adaptable and keep an open mind to accept different culture. One important trait was to be calm as being a NET could be very lonely, very isolated, and easy to become paranoid when a NET spent a lot of time on their own.

CHAPTER 7

CONCLUSIONS

This chapter is a critical overview of the objectives, methods and outcomes of this study. The practical implication of the study is suggested. The limitations of the study are examined and the recommendations for future studies are stated.

7.1 Main Findings

The aim of this study was to examine the relationship between NETs' cross-cultural adjustment, stress and job satisfaction. The research questions of the study were examined by both the quantitative analysis of the survey and the qualitative interpretation of the interviews. A self-administered questionnaire was designed to assess the relationship between variables. Three anticipatory factors (previous overseas living experience, previous overseas teaching experience, and selection mechanism and criteria), individual factor (personality traits), two job factors (role ambiguity and role conflict), and non-work factor (culture novelty) were assessed in the survey. A follow-up face-to-face interview was conducted to understand NETs' subjective experiences and interpretations on their job satisfaction and cross-cultural adjustment in Hong Kong. Three levels of determinants of job satisfaction (organisational, environmental, and individual), derived from the survey, were compared between the NETs in the high satisfaction group and those in the low satisfaction group in the interviews. All variables included in the framework of the study were found to be correlated with NETs' success. The conclusion could be made even though the predictors of NETs' cross-cultural adjustment, stress and job satisfaction were complicated and varied.

The Big Five personality traits were the most significant predictors of NETs' cross-cultural adjustment, cultural stress and job satisfaction. *Neuroticism* was the most important personality trait that was negatively related to work adjustment, interaction adjustment and positively related to cultural stress. People high in neuroticism are easily upset and overreact to minor hassles and disturbance. They will

trigger negative sentiments, such as anxiety and anger when facing problems and are less able to control their emotions. They will find difficulties communicating with others both in work settings and in building friendships which in turn affect their work and interaction adjustment (Huang et al., 2005). Furthermore, the passive and ineffective coping mechanism of people with high neuroticism will make them unable to adjust to the host country's culture and feel exhausted which in turn shows poor adaptation (Selye, 1976). *Extraversion* was positively related to both interaction and general adjustment. Extraverts assert themselves to establish relationships with both host country nationals and other expatriates hence effectively learning the social culture of the host country. The culture knowledge gained through the interaction process provides a framework for understanding and comparing different cultures (Johnson et al., 2006). Moreover, *conscientiousness* was negatively related to interaction adjustment which was inconsistent with previous studies. Although people with high conscientiousness should work harder and are more willing to be responsible and well-planned, the NETs in this study demonstrated that conscientious NETs may feel frustrated because of many unforeseen rules and customs in the new work environment, which may inhibit their plans (Huang et al., 2005). In fact, these findings were supported by all NETs in the interviews. They agreed that it is important for the NETs to possess certain personality traits, including extraversion, agreeableness, and openness. They explained that it was very important to learn different ways of communicating, to be flexible to change views, to be tolerant, to be adaptable and keep an open mind to accept a different culture. Low in neuroticism and being calm were essential because being a NET is very lonely, isolated and it is easy to become paranoid as they will spend a lot of time on their own.

Previous overseas living and teaching experience and selection mechanism and criteria were anticipatory factors that could significantly predict NETs' general adjustment, work adjustment and organisational stress. *Previous overseas living experience* was found positively related to NETs' general adjustment. People with overseas experience are able to draw from their previous experiences and incorporate them into their new situation and thereby are able to reduce stress, which in turn will make adjustment easier (Cai and Rodriguez, 1996). The effect of *previous overseas teaching experience* was found more important to organisational stress in the case of the NETs. While all NETs in the high satisfaction group were teachers in their home country and overseas countries, three of five NETs in the low satisfaction group had no teaching experience in neither their home nor overseas countries before they became NETs. These findings revealed that previous overseas teaching experience helps NET have better work adjustment as they have more realistic expectations regarding their

overseas assignment and are better at predicting what to expect of their overseas teaching work (Louis, 1980). In addition to that, *selection mechanism and criteria* was one of the predictors of NETs' work adjustment. The basic selection criteria of NETs focused mainly on technical competence, which is their competency of native-English and their academic qualifications. However, the discretion exercised by the EDB on the merit of individual cases in appointing NETs who may not possess all the required qualifications but have ample relevant experience brought in some NETs who have no formal teaching training and no school teaching experience. This created the criticism from local English teachers against their English teaching capability in primary schools (Hong Kong Legislative Council, 2005h). The proportion of the NETs in the low satisfaction group with no formal teaching training and no teaching experience (4 of 5 NETs) was obviously higher than those in the high satisfaction group (2 of 5 NETs).

Two job factors, role ambiguity and role conflict were significantly related to work adjustment and organisational stress. *Role ambiguity* was the predictor of the NETs' work adjustment and organisational stress. Role ambiguity was positively related to work adjustment and negatively related to organisational stress. It indicated that when a person's tasks or authority are not clearly defined, the person becomes afraid to act or take responsibility for anything which in turn affects their adjustment to work (Jones, 2007). As a consequence, high degrees of role ambiguity were associated with increased tension, anxiety, fear and hostility, decreased job satisfaction and psychological withdrawal from the work group (Van Sell et al., 1981). The experience of the NETs in the low satisfaction group further illustrated the effect of role ambiguity on their work adjustment and organisational stress. The NETs in the low satisfaction group understood clearly that one of their responsibilities as a NET was an "Agent of Change". However, they felt frustrated that they could not make any changes at all because they had no power to make changes. They were uncertain about the authority they had in their job. They were under-deployed in terms of number of lessons. They were not informed so they had no idea what was happening at school. In short, the schools were not following the guidelines of the NET Scheme. *Role conflict* was another predictor of NETs' organisational stress. Role conflict and organisational stress were positively related. This finding confirmed that job stress occurs when individual is confronted with conflicting job demand (Jamal, 1990; Malik et al., 2010). The NETs in both the high and the low satisfaction group experienced organisational stress due to the conflict in their role. Since NETs had to work with a number of classes and a number of teachers, they experienced working with two or more groups who operate differently and the work they did were accepted by one person but not by others. In other words, they were confused with the expectations and the practice of different

classes and different teachers. To the extreme, some of the NETs felt that no matter what they did, it seemed wrong. In turn, the NETs could not carry out the lessons effectively with multiple teachers.

Culture novelty, as a non-work factor, was found to be a significant predictor of both general adjustment and cultural stress. Culture novelty was positively related to general adjustment and negatively related to cultural stress. Although culture novelty was expected by NETs who were prepared to move away from home and work in Hong Kong, they still had to face the challenges of living and working in an unfamiliar environment (Inkson et al., 1997). The higher the culture novelty, the more likely the NETs were to exhibit inappropriate behaviours which in turn generate negative consequences (Black and Mendenhall, 1991). Although the NETs in the interviews found a high degree of culture novelty in Hong Kong, they perceived the novelty as part of adventure they were looking for when they decided to come over Hong Kong for a different life experience. The NETs felt satisfied living in Hong Kong and they have learned the important Chinese “Face” value from their experience.

As predicted, *work adjustment* and *organisational stress* were the key predictors of job satisfaction. The positive impact of work adjustment and the negative impact of organisational stress on job satisfaction could be understood as satisfied workers, at all organisational levels, are important contributors to an organisational effectiveness and ultimately to long term success. Conversely, dissatisfied workers are implicitly thought to make less of a contribution to the organisation and, in turn, have less life happiness and high job stress (Naumann, 1993; Soyle, 2007). This situation was revealed in the interviews. Regarding the organisational-level determinants of job satisfaction, a huge difference in the NETs’ experiences has been found between the two satisfaction groups. The NETs in the high satisfaction group showed that they had adjusted well and felt less stressed in terms of the five aspects of *job characteristics*. Their abilities were being used, their planned goals and objectives for their job were clearly stated, the expectations of them from the school were clear, the chance to do things for others was available, the professional autonomy was high, and the praise for doing a good job was well-received, contributed to their high level of job satisfaction. In contrast, the under-deployed teaching time, the confusing goals and objectives for the job, the incapability of doing things for either students and teachers, the feeling of powerlessness, lack of professional autonomy, and the disappointment of not getting any feedback were the key job characteristics that contributed to the low level of NETs’ job satisfaction.

Likewise, the differences between the NETs in the high and the low satisfaction group were found when *job content* was considered as the determinants of job satisfaction. The NETs in both the high and the low satisfaction group agreed that they felt accomplished in their classroom teaching and they thought their teaching time could be increased. Other than these two aspects, the differences were found in the aspects of responsibility, role ambiguity, role conflict and career advancement. Role ambiguity and role conflict has been discussed in the paragraph above. The NETs in the high satisfaction group had been assigned clear teaching and supervisory responsibility whereas those in the low satisfaction group felt uncertain about the tasks they can and they cannot do. While the NETs in the high satisfaction group considered the improvement of everyday teaching as career advancement, those in the low satisfaction group considered the chance at promotion in the NET Scheme minimal.

Similarly, the NETs in the two satisfaction groups experienced differently in *work context*. While the NETs in the high satisfaction group were satisfied with their supervisors and coworkers which helped them to complete tasks with adequate support and resources from their coworkers, those in the low satisfaction group had a negative impression on their supervisors and coworkers. The poorly motivated coworkers, the insufficient manpower and resources to carry out the tasks, and the isolated work relationship with co-workers generated job dissatisfaction for the NETs.

General adjustment was also one of the predictors of NETs' job satisfaction. As mentioned in the previous paragraph, the NETs were satisfied living in Hong Kong. Expatriates who are satisfied with their job are likely to adjust more effectively cross-culturally (Lee and Liu, 2006). In other words, not being able to adjust to the new surroundings may cause an expatriate to complete the assignment in an effective manner (Hechanova et al., 2003).

To sum up, the findings of the study provided a general idea on the possible factors contributing to NETs' cross-cultural adjustment, expatriate stress and job satisfaction. Figure 15 shows that all factors included in the framework of the study were found to be the significant predictors of NETs' cross-cultural adjustment, expatriate stress and job satisfaction, which supported the main conceptual frameworks the study adopted from the literature reviewed in Chapter 3. NETs with high job satisfaction were likely to have low job stress and are better adjust at work and cross-culturally. It also suggested that previous experience, qualification, personality, job factors and culture novelty contribute to the NETs' cross-cultural adjustment and stress. Obviously, work factors were one of the important factors contributing to NETs'

job satisfaction. However, the results of the interview analysis found that individual personality and background experience, and the organisational and job factors, such as job setting and school administration should also be considered.

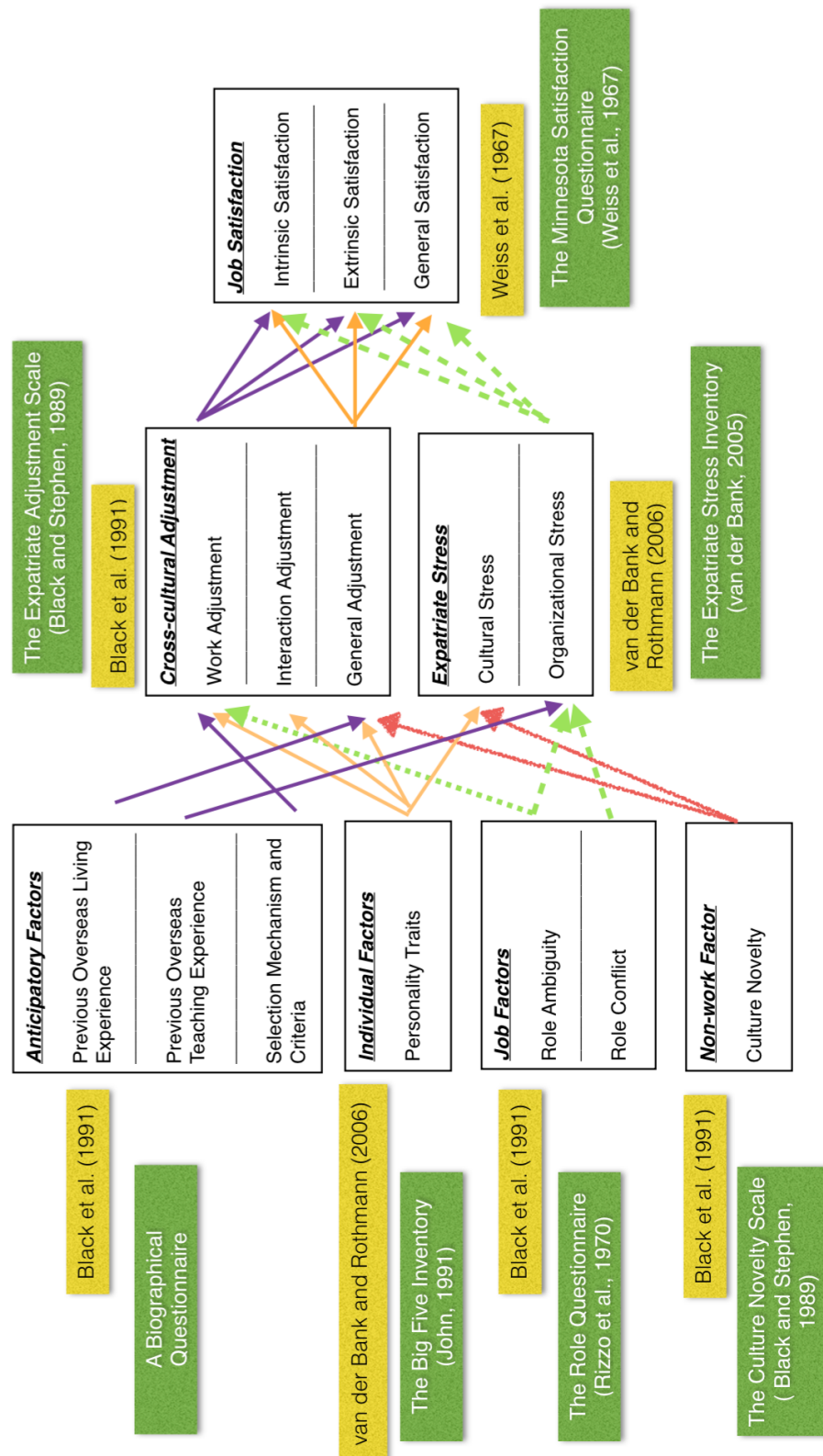


Figure 15 Summary of the Results of Cross-cultural Adjustment and Job Satisfaction among Primary School NETs in Hong Kong

7.2 Practical Implications

According to the findings regarding personality traits and anticipatory factors, selection mechanism and criteria should not consider qualifications solely but also the NETs' essential profile elements, such as personality traits, previous overseas living and teaching experience, and cross-cultural skills. Certainly, selecting a NET who possess the required qualifications and formal teacher training with a certain number of years of teaching experience would be beneficial to ensure their capabilities of handling the teaching part of their job. Some factors should be considered for recruiting the imported teachers. Personality traits has been proven as one of the key predictors of NETs' cross-cultural adjustment and stress. Hence, a simple personality test can be used as a reference or a piece of information as part of the NETs' profile in the selection process. Previous overseas living experience was important for NETs to transfer their international experience to adapt to new cultural environment. Previous overseas teaching experience was essential for NETs to have realistic expectations and to adjust their teaching strategies to deal with English as Second Language (ESL) students in a different education system and their work practice in order to collaborate with their local supervisors and co-workers in different school settings and culture. Moreover, Dowling and Welch (2004) stated that there are six factors affecting expatriate selection. These factors can be divided into individual (technical ability, cross-cultural suitability and family requirements) and situational factors (cultural requirements, language, company/school requirements).

As job factors, role ambiguity and role conflict, were significant factors affecting NETs' cross-cultural adjustment and stress which in turn reflected in their job satisfaction. The roles and responsibilities of the school stakeholders have been stated clearly in the NET deployment guideline and should be explained to all school stakeholders, including Principal, English Panel Chair, Primary School Master/Mistress for Curriculum Development (PSMCD), NET, School English Teacher (SET) and Local English Teachers, so that everyone has a clear idea, obligation and reasonable expectations in their role in the NET Scheme. The EDB should play an active role in enhancing the cooperation of all these stakeholders in schools and monitoring schools to follow the guideline for deployment of NETs, including their teaching time and activities, non-teaching activities, and even holidays.

Instead of seeing NETs as one of the English teachers, giving NETs both teaching and supervisory responsibilities would be beneficial for them to facilitate one of their roles in developing school-based English language curriculum and school-

based professional development activities which stated in the deployment guideline. In this study, NETs whose schools run the PLP-R/W programmes were found to be more satisfied than those whose schools did not join the programmes (Table 28.1 and 28.2). On the teacher side, the PLP-R/W provides teachers with direction and guidance for the teaching of literacy with a focus on reading as well as the tools necessary the assessment of student needs and the knowledge of how they read (EDB, 2014). The PLP-R (KS1) was fully supported with resources developed for teachers. The Teacher Manual explained how the programme should be implemented. The programme materials were introduced to teachers through a series of centralised and school-based professional development workshops. The programme was implemented through the on-site support of Advisory Teachers. They made frequent visits to the participating schools to provide support in terms of centralised and school-based professional development workshops, classroom observations focusing on modelling and feedback for the teachers involved in the programme (EDB, 2014). The NETs' satisfaction derived from the PLP-R/W was mainly in terms of the clear direction and objectives of the programme, their feeling of utilising their abilities, the professional autonomy in designing their lessons and hiring their own classroom assistants, the sufficient manpower and support to carry out the lesson, the consistent feedback of their teaching from both students and teachers, and their supervisory role in delegating work with local English teachers and classroom assistants. Instead of saying it was the effectiveness of the PLP-R/W per se, the operation of the programme was worth considering as a solution to improve the work and the role of NETs and the effectiveness of the NET Scheme as a whole.

The positive relationship between NETs and their local supervisors and co-workers was also important to improve NETs' satisfaction on work context. The success of the PLP-R brought out the idea of what kind of good practices improved their relationship. The programme took the perspective that teachers who share a mutual goal and use a common language will work collaboratively to achieve their mutual goal of educating their students. They also learn together through regular mutual interaction, such as professional development sessions, co-planning meetings, co-teaching, formal and informal discussions and observations (EDB, 2014). This belief and practice enhance the interaction between NETs and local English teachers with a common teaching goal on a more equal status as they learn together in order to implement the programme even though the NETs will take more responsibilities as a coordinator, a supervisor, and a collaborator.

NETs as imported teachers have no time to functionally and culturally orientate themselves to their new location. They were unfamiliar with a new cultural and work environment. An induction programme should focus not only on the survival guide to live in Hong Kong but also the survival guide for work. In the grand scheme, it is important to introduce NETs to the education system, the curriculum, the school culture, and Chinese work values. At the school level, NETs need to know about school policies (behaviour management), role and duties of support personnel, procedures for using equipment and acquiring resources, and non-teaching roles that were unfamiliar responsibilities in other cultures. The sharing with the current NETs on both positive and negative side of their work was helpful to provide realistic expectations for NETs to adjust to their work.

7.3 Limitations of the Study and Recommendations for Future Studies

There were a number of limitations of this study in terms of theoretical perspective and research design. Theoretically, several factors were selected for examining NETs' cross-cultural adjustment in the study. In fact, in the context of expatriate success, there are many other predictors that should be examined in future studies. Comprehensive theoretical models have included many additional predictors of expatriate adjustment, for example, perceptions of host ethnocentrism, expatriate mentoring (Feldman and Bolino, 1999), and family adjustment (Caligiuri et al., 1998). Future studies should take a broader perspective to examine these predictors.

Furthermore, studying the Big Five personality traits in relation to NETs' cross-cultural adjustment constitutes a particularly promising approach that is able to provide a broad, accepted basic framework for future research. Instead of using Big Five Personality Traits, Multicultural Personality Questionnaire (MPQ) can be used as an alternative measurement scale for future studies. MPQ was constructed specifically to describe behaviour when one is interacting with people from different cultures. It may be used to predict how easily people are likely to adjust to other cultures and come to feel at home with them. The personality traits in MPQ are slightly different from Big Five Personality which include cultural empathy, open-mindedness, social initiative, emotional stability and flexibility (van der Zee and van Oudenhoven, 2000).

Regarding the research design, owing to the lack of personal contact information of NETs, the questionnaire was sent to the NETs through the school emails

or the school addresses. As a consequence, the questionnaire could not reach the NETs directly. The sample for this study was relatively small as there was only a 31 percent response rate. The respondents for this study might not represent the entire spectrum of viewpoints for all NETs who work under the PNET Scheme in Hong Kong. A more extensive sample is recommended in order to obtain more comprehensive data and to achieve more representative results.

Besides, interviews might not be the easiest way to collect data as it was very time-consuming and relied heavily on the NETs' subjective interpretations and abilities to recall all significant issues. The most difficult part of this study was the time factor. The time gap between the survey and the interviews was about a year. Hence, work conditions may have changed during this year and the NETs' responses on the survey may not refer to the same work conditions when they had the interview. For instance, one of the NETs in the low satisfaction group had changed schools during the year gap between the survey and the interview. He was unhappy with his job when he filled out the original survey form but a year later when he was being interviewed he had moved job and was now happy with his new work. Although the interviewer reminded him to recall his experiences in the previous school as he represented the dissatisfied NETs, there was some confusion about whether he was talking about his previous or current school in the interview.

In addition to that, another example was from a NET in the high satisfaction group. She was happy with her job when she was being interviewed. A year later, she mentioned in the follow-up email that she was coping with the new administration and had a complete opposite feeling of how she felt when she did the interview. These two examples indicated that NETs' job satisfaction may be changed if the job setting or the school administration changed. In this case, it is possible to believe that NETs' job satisfaction may be the interaction of both job location factors and individual personality and background experience and training. Moreover, it is also worth considering if job location factors are even more important than personality and experience. However, this study did not set out to quantify the weight of these two sets of factors so that the findings could not give any relative weighting to these two main factors. There is an opportunity for future research to focus on a sample of NETs who have moved from one job to another and investigate their relative experience. In turn, it could give some implications for policy, interns of whether resources should be focused on setting work conditions or selection and recruitments.

Although the study thoroughly examined NETs' perspective on their cross-cultural adjustment, job satisfaction and the NET Scheme, they told "one side of the story". In order to understand the implementation of the NET Scheme, it would be beneficial to investigate, not only the NET perspective, but also the perspective on NETs and the NET Scheme from all stakeholders, including Principal, English Panel Chair, Primary School Master/Mistress for Curriculum Development (PSMCD), School English Teacher (SET), Local English Teachers, students and even parents. In turn, it can provide an all-rounded and a comparative perspective on this issue.

7.4 Concluding Remarks

Cross-cultural adjustment demands strenuous effort and competence in coping with cross-cultural situations and unfamiliar work environment. To maximize the effectiveness of the NET Scheme and to ensure the full-utilisation of NETs' abilities in English teaching, the EDB is suggested to not only select NETs carefully in terms of both their qualification and their personal profile on cross-cultural skills, but also to offer more support to help them overcome any difficulties they experience at work and in life during the cross-cultural adjustment process in Hong Kong. NETs are recommended to be well-prepared before departure, in terms of general knowledge of the host country as well as the education system and school culture, in order to reduce their cultural shock upon arrival. Such preparation is also of great help in overcoming difficulties to work and live in Hong Kong and in reducing the levels of stress experienced in the new cultural and work environment.

Meanwhile, the study revealed that job satisfaction is not only related to an individual's personality and background experience and training, job characteristics, job content and work context are also important. In other words, even though the schools could be able to find the suitable candidate to fill up the teaching position, the school itself needs to prepare working with an imported English teacher who came from different cultural and work background. A clear role expectation could help NETs to know their responsibilities and the realistic expectation of them. Giving NETs autonomy to design and carry out their lessons could show respect of their professionalism and give them a chance to make use of their abilities. Feedback for good work would be an effective way to engage NETs in their work, hence promoting their commitment and satisfaction to the job. Building the positive relationship between NETs and LETs would be beneficial to both of them. A clear role delegation between NETs and LETs could, not only reduce the conflict between them, and the confusion with the role expectation on both NETs and LETs, but also encourage collaboration and cooperation between

them. On one hand, NETs may perceive their local co-workers as resources for completing the tasks as well as an emotional support in the workplace, which promotes their sense of belonging. On the other hand, when LETs know their role in the NET Scheme, they may have a more positive attitude toward NETs and their lessons. They then may perceive NETs as resources to support and inspire their own English teaching. In short, the appropriate school setting could not only contribute to NETs' job satisfaction but also the success of the NET Scheme.

This study was one of the few in-depth studies on NETs' cross-cultural adjustment and job satisfaction. It provided comprehensive information on NETs' cross-cultural adjustment in Hong Kong and their job satisfaction in a real school setting. The findings of this study could be beneficial as guidelines for understanding the anticipatory factor (previous overseas living and teaching experience, and selection mechanism and criteria), the individual factor (personality traits), the job factor (role ambiguity and role conflict), and the non-work factor (culture novelty) that were significantly related to cross-cultural adjustment and expatriate stress. Furthermore, the determinants of NETs' job satisfaction covered in this study, which consisted of job characteristics (skill variety, task identity, task significance, professional autonomy, feedback), job content (responsibility, workload, role ambiguity, role conflict, career advancement, feeling of accomplishment), work context (satisfaction with pay, satisfaction with supervisors, satisfaction with co-workers, relationships with co-workers, co-worker support, work environment), environmental factors (living in Hong Kong and dealing with local people), and personality traits, provided an insightful overview on the work and personal life of the NETs in Hong Kong. It could be a valuable reference for the EDB to better prepare those NETs who are going to join the NET scheme and to improve the effectiveness of the NET Scheme as a whole.

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APPENDICES

- A Timeline of the NET Scheme
- B A Self-administered Questionnaire
- C A Procedure of Analysing Interview Data

Appendix A Timeline of the NET Scheme

Year	Event
1987	A pilot Expatriate English Language Teacher Scheme was introduced on a small scale to local secondary school.
1990/91	The Education Department and the British Council conducted a review of the scheme and its finding confirmed the effectiveness of native-speaking English teachers in improving student's English Proficiency.
1994	English Language Teaching Assistants (ELTAs) have been provided mainly to secondary schools in a small scale by Chatteris Foundation (a non-profit making organization), with financial support from the Language Fund, The Hong Kong Jockey Club Charities Trust and the Quality Education Fund (QEF).
1996	Following Education Commission Report No.6's recommendation that schools should be encouraged to employ on local terms more native English speakers before an adequate number of local teachers are trained.
1997	The Chief Executive's 1997 Policy Address on the 9th of October 1997 committed Hong Kong to the implementation of a new native-speaking English Teacher (NET) Scheme from secondary schools from 1998/99.
1997	A pilot projects have been conducted to introduce native English-speakers to primary schools to try out the various modes of operation with the support of the Language Fund and Quality Education Fund.
1998/99	The Enhanced Native-speaking English Teacher (NET) Scheme has been implemented to all public-sector secondary schools from the 1998-99 school year.
2000	A pilot primary NET project, the Primary Schools English Development (PSED) project was introduced by Education Department, with funding from QEF.
2002/03	The NET Scheme was formally introduced to public sector primary schools in 2002/03 school year after piloting for two years. Primary schools having six or more classes are eligible for the NET provision and every pair of eligible primary schools is allocated one NET.
2004/05	Enhanced provision has started from the 2004/05 school year so that primary schools will gradually move to having their own NETs.

Appendix B A Self-administered Questionnaire

Ref. No.: _____
(for official use)

Cultural Adaptation and Job Satisfaction Questionnaire

Dear NET,

I am currently doing a PhD thesis on the cultural adaptation and the job satisfaction of the NETs in Hong Kong. As a local teacher, I am aware of the current situation of the NETs and the goal of my research is to understand, communicate and hopefully help address the needs of the NETs.

This questionnaire will take up to about 20 minutes to complete. I understand that everyone is busy, but please take the time to answer the questions as honestly as possible. The more respondents and opinions I get from the better picture I can form of the situation. Your answers will be kept strictly confidential and will be used only for the purposes of my research.

Your time and contribution to this study is greatly appreciated.

Sincerely,
Joanne Chan
(Email: joannechan@gmail.com)
address: Suite 4107, 41/F, Tower D, Galaxia, Diamond Hill, Kowloon

Part 1 DEMOGRAPHICS

Instructions

Please tick or write in the response that best describes your current status.

- Gender : ☐ Male ☐ Female
- Age : ☐ 20-30 ☐ 31-40 ☐ 41-50 ☐ 51 or above
- Nationality : _____
- Number of years living overseas (including Hong Kong) : _____ year(s) _____ month(s)
- Countries you have been living in other than your home country : _____
- Number of years teaching in your home country and overseas (excluding Hong Kong) : _____ year(s) _____ month(s)
- Countries you have been teaching in other than your home country : _____
- Number of years teaching in Hong Kong (including NET Scheme) : _____ year(s) _____ month(s)
- Number of years teaching under the NET Scheme : _____ year(s) _____ month(s)
- General Chinese Language Proficiency : ☐ None ☐ Novice ☐ Intermediate ☐ Advanced ☐ Superior

Education Background (Please ✓)	Qualification (Please tick all the qualifications you possess)
11. _____	a. A bachelor's degree in English (i.e. majoring in English Language or English Literature or English Studies or Linguistics or a Modern Language) from a Hong Kong University or equivalent
_____	b. A bachelor's degree in any subject from a Hong Kong University or equivalent
_____	c. A recognized teacher teaching qualification in primary education
_____	d. A Teaching of English as Foreign Language or a Second Language (TEFL/TESL) qualification at least at certificate level
_____	e. Please list all other qualifications you possess:

Cultural Adaptation and Job Satisfaction Questionnaire

1

Part 2 CULTURE NOVELTY

Instructions

Please write a number next to each statement to indicate how similar or different are the following compared with your home country.

Different	1	2	3	4	5	Similar
1. Everyday customs that must be followed						5. General living costs
2. General living conditions						6. Available quality and types of foods
3. Using health care facilities						7. Climate
4. Transportation systems used in the country						8. General housing conditions

Part 3 PERSONALITY

Instructions

Here are a number of characteristics that may or may not apply to you. For example, do you agree that you are someone who likes to spend time with others? Please write a number next to each statement to indicate the extent to which you agree or disagree with that statement.

Strongly disagree	1	2	3	4	5	Strongly agree
-------------------	---	---	---	---	---	----------------

I see Myself as Someone Who.....

1. Is talkative		23. Tends to be lazy
2. Tends to find fault with others		24. Is emotionally stable, not easily upset
3. Does a thorough job		25. Is inventive
4. Is depressed, blue		26. Has an assertive personality
5. Is original, comes up with new ideas		27. Can be cold and aloof
6. Is reserved		28. Perseveres until the task is finished
7. Is helpful and unselfish with others		29. Can be moody
8. Can be somewhat careless		30. Values artistic, aesthetic experiences
9. Is relaxed, handles stress well		31. Is sometimes shy, inhibited
10. Is curious about many different things		32. Is considerate and kind to almost everyone
11. Is full of energy		33. Does things efficiently
12. Starts quarrels with others		34. Remains calm in tense situations
13. Is a reliable worker		35. Prefers work that is routine
14. Can be tense		36. Is outgoing, sociable
15. Is ingenious, a deep thinker		37. Is sometimes rude to others
16. Generates a lot of enthusiasm		38. Makes plans and follows through with them
17. Has a forgiving nature		39. Gets nervous easily
18. Tends to be disorganized		40. Likes to reflect, play with ideas
19. Worries a lot		41. Has few artistic interests
20. Has an active imagination		42. Likes to cooperate with others
21. Tends to be quiet		43. Is easily distracted
22. Is generally trusting		44. Is sophisticated in art, music, or literature

Cultural Adaptation and Job Satisfaction Questionnaire

2

Appendix B A Self-administered Questionnaire (Continued)

Part 6 EXPATRIATE ADJUSTMENT

Instructions

Please write a number next to each statement to indicate how unadjusted or adjusted you are to the following.

Not adjusted at all	1	2	3	4	5	6	7	Very well adjusted
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								

Part 7 JOB SATISFACTION

Instructions

Please write a number next to each statement to indicate how satisfied you are with this aspect of your job.

Not satisfied	1	2	3	4	5	Extremely satisfied
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

☐ I would like to further discuss and share my experience on this topic in the interview.

Contact name: _____ Thank you for taking your time to answer these questions! _____ 4

Part 4 JOB-RELATED ROLE

Instructions

Please write a number next to each statement to indicate the degree to which the condition exists for your current job as a NET.

Strongly disagree	1	2	3	4	5	6	7	Strongly agree
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								

Part 5 EXPATRIATE STRESS

Instructions

Please write a number next to each statement to indicate the stress you feel towards the following.

Not at all	1	2	3	4	5	6	7	8	9	Very intense
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										
16.										
17.										
18.										
19.										

Cultural Adaptation and Job Satisfaction Questionnaire

Appendix C A Procedure of Analysing Interview Data

As suggested by Cohen et al. (2007), the interview data was analysed according to the following procedure:

1. Transcribe the recordings.

(I = interviewer, N = NET)

I: Okay so do you mind telling me a little bit background of your teaching experience before you join the NET scheme?

N: I guess I first started teaching after I graduate from university. I went to Japan for two years and taught English in a private company there and they had an extensive training scheme that I went through. After that I went back to Canada and I worked in Canada for about a year and then came back to Asia and worked in a training company and did kid's tutoring and training for companies for about two and a half years. And then I joined the NET scheme.

I: Okay, then can you tell me about your job—your current job right now? [01:12]

N: In terms of what? In terms of what I do or?

I: Anything, anything. You can tell me anything, your work arrangement or your feeling about your job, anything. [01:35]

N: Okay I work at SKHKM primary school. I've been there for, this will be my sixth year. It's in Ngau Tau Kok. There, it's probably a medium sized school, I teach primary 3-5, teach twelve classes, no that's about it.

I: Then how do you feel about your job? [02:22]

N: It has its good and bad. You know there are days that can be rewarding but there are also days that are not so rewarding.

I: Can you give me some example about the days you feel rewarding? [02:52]

N: Yeah, there are days you have with some students that some classes go really well and the kids enjoy it. It's always nice to be teaching kids but, you know, there are days you have to put up with other stuff. You have to put up with administration or classes that aren't well behaved and aren't as good and that becomes quite a bit of a headache.

Appendix C A Procedure of Analysing Interview Data (Continued)

2. Code all the transcripts in the margin.

19/05/2011

N: Well, if you're teaching in your home country than obviously you can do everything yourself but once you're in a foreign country and you're dealing with a foreign language, you sometimes need to rely on the native language to get meanings or points across—especially when you're talking about discipline. You know, to either tell someone what they've done wrong or to explain something or to punish or whatever it may be to get the attention of the class effectively, sometimes you need to speak native language rather than English because sometimes they think English is just a game, so.

I: So are the local teacher got this message from you that they have to like share some discipline work in your class? [06:29]

N: Yeah, yeah, but I think again, you know, every teacher has their own idea of discipline so what my idea of discipline or an affective classroom is might not be the same as another teacher. You know I've seen some teachers who just teach through chaos, you know? It's not the way I want to work but they seem to feel fine, face to the blackboard, and just writing and working that way, but it's not the way I like to conduct my lessons.

I: So how many teachers, I mean you said some teachers can have different standard for their discipline, so you work with twelve classes around like, ten teachers, so what is the proportion of teachers who can work with you with the same discipline standard? [07:30]

N: That's a bit of a difficult question because there's two parts. Some of it is whether, with some classes I've already built up the discipline myself so they're effective regardless of what teacher I have with me but in other classes maybe they're new to my lesson so they don't have those rules in place or the discipline in place to work effectively. So I would say, to answer your question, there's probably about, I'd say about, five or six teachers that probably have effective discipline or work well with me in terms of getting a class to a level that I need to teach, but there's probably about three or four teachers, maybe five depending on what's going on, where if a class goes bad, they're not going to be able to help get it back.

I: Okay so you said some of the classes that you have already developed your discipline route—how has that happened? You mentioned that you have been working at this school for six years, so is there any change throughout this six years that make your work more difficult or easier? [09:13]

N: Yeah, there's been some changes. My first two years in the NET scheme, I worked maybe, sorry my first three years with the NET scheme, I worked through the NET scheme as it was intended, as I'm doing now, but I found that my classes weren't as effective as they could be so I did an analysis and I thought that maybe the classes would be more effective if instead of working with multiple different teachers, if I worked with one teacher. There would be stability throughout all of my classes and the NET lesson would be more effective so I made a proposal through my principal and we had for two years we had that system in place where I taught with one teacher and we did everything together for two years. And that worked a lot better because that teacher and I, we had the same idea about discipline and it took time to build up, but once that structure was in place, all of the classes knew what was expected of them and what the expected behavior was and even what the rewards and punishments were going to be. So that was a really effective way of doing it and every class was the same rather than not knowing how each class was going to change for each lesson. However, the last, this year, the principal went back to the old system and the classes who had already built up some of the routines have managed to keep some of them and they've been better behaviorally although some have started to slide back a little. And then the newer classes, the newer students who have come in—the P3s—who haven't established that, their discipline has been out the window and I haven't been able to accomplish to much since the first day.

I: So in this case, have you ever talk with, like P3, especially you talk about this year, P3 is the new classes you work with this year and also a new teacher so it doesn't go very well, so have you ever talk to them and have you any consensus to improve the situation? [11:59]

N: Yeah, yeah, I mean, I've tried talking to the teachers. In the past, I've had, when I've had problems with discipline, a lot of the local teachers blamed me actually. I was making the students too excited was one of the excuses I heard, well, okay. But no, you know, I've tried to put my discipline in place, what my rules, and what I thought were good behavior and good work ethics and punishments. I was told it was too strict, so, okay, that was fine so I let the local teachers take over the discipline and as I thought, it's been pretty much chaos, you know. There's no regard for the rules. There's no follow up if someone has done something wrong. There's no detriment to bad behavior so kids just behave however they behave and you just have to accept that.

I: So it seems that you, how do you describe your relationship with your coworker? [13:29]

N: With most of my coworkers my relationship I guess is tenuous at best.

Work effective

Role conflict

Role conflict

Role conflict

autonomous

school partner

Role conflict

Appendix C A Procedure of Analysing Interview Data (Continued)

3. Tabulate all codes, key categories, and subcategories.

Role Conflict

Items	Mean	L7 (Ja)	Page	Time	Notes
RC7. I have to do things that should be done differently.	3.34	4	p.2	0629	• every teacher has their own idea of discipline so what my idea of discipline or an affective classroom is might not be the same as another teacher. You know I've seen some teachers who just teach through chaos, you know? It's not the way I want to work but they seem to feel fine, face to the blackboard, and just writing and working that way, but it's not the way I like to conduct my lessons.
RC10. I work with two or more groups who operate quite differently.	3.34	7	p.1	0419	• When you're teaching twelve classes with a number of different teachers it becomes very difficult to have a regular set of rules or a standardized way to do things. I'm always having to adapt to other teachers rather than the teachers adapting to my lessons so, you know, some teachers have better discipline than others. Unfortunately sometimes I need to rely on the local teachers to do discipline because I can't always accomplish what I want to myself.
			p.2	1115 9	• I've tried talking to the teachers. In the past, I've had, when I've had problems with discipline, a lot of the local teachers blamed me actually. I was making the students too excited was one of the excuses I heard. well, okay . But no, you know, I've tried to put my discipline in place, what my rules, and what I thought were good behavior and good work ethics and punishments. I was told it was too strict, so, okay, that was fine so I let the local teachers take over the discipline and as I thought, it's been pretty much chaos.
RC11. I receive incompatible requests from multiple people.	3.34	5	p.2	0913	• but I found that my classes weren't as effective as they could be so I did an analysis and I thought that maybe the classes would be more effective if instead of working with multiple different teachers, if I worked with one teacher. There would be stability throughout all of my classes and the NET lesson would be more effective
RC12. I do things that are apt to be accepted by one person and not by others.	3.34	6	p.2	0730	• Some of it is whether, with some classes I've already built up the discipline myself so they're effective regardless of what teacher I have with me but in other classes maybe they're new to my lesson so they don't have those rules in place or the discipline in place to work effectively.

4. Re-read all the codes. Break down the subcategories into more specific variables and re-organise the quotes.

Table 30.3 Comparison of NET's Job Content – Role Ambiguity

Items*	High Satisfaction Group	Low Satisfaction Group
RA5 I feel certain about how much authority I have on the job.	<p>- H3Sa (scored 5 out of 7 in the scale. 7 means strongly agree.) - I have power over my sort of syllabus.</p> <p>- H7Na (scored 5 out of 7 in the scale. 7 means strongly agree.) - You know what you can do and what you cannot do, and my boundaries.</p> <p>- H9Da (scored 6 out of 7 in the scale. 7 means strongly agree.) - I have been given that power and in return, much is expected of me to use it the correct way. Number 1, not abuse it. And number 2, if you're given it, don't waste it and do nothing with it, use it.</p>	<p>- L5Ca (scored 1 out of 7 in the scale. 7 means strongly agree.) - I don't know where the line would be if I had to say. No.</p> <p>- L7Ja (scored 6 out of 7 in the scale. 7 means strongly agree.) - I'm a small potato at the school. I'm probably one of the most visible people but I don't have the power to really change anything, unless I have some backing from someone.</p> <p>- L10Sr (scored 2 out of 7 in the scale. 7 means strongly agree.) - I don't have any power. Knowledge is power and I have my knowledge. Most of the time I don't know what's going on. - I think it's hard for me to feel confident doing my job because I never know when the rug is going to be pulled under my feet. I never know if I'm going to come to a lesson and the local teacher is just not going to be there. - If the fire alarm is going to go off and I didn't know about it or a meeting is going to happen.</p>
RA6 I have been given a clear explanation of what I have to be done.		
OS15 Performing tasks not in job description	<p>- H5Se (scored 1 out of 9 in the scale. 9 means very intense.) - In the mornings before teaching duty starts, we do a reading clinic for kids who are very weak in their reading and they need to be brought up levels. - I'm actually privileged compared to the other teachers because I don't have to do classroom teacher duty. I'm more on sort of equal status with the other teachers.</p>	<p>- L1Cr (scored 9 out of 9 in the scale. 9 means very intense.) - They weren't following the guidelines of the NET Scheme at all. From the start, there was no co-planning.</p> <p>- L7Ja (scored 3 out of 9 in the scale. 9 means very intense.) - Being responsible for the English room, so decorating it and putting up posters. - I did something called "Writer's Reader" which was a grouping of some of the exemplary student's work that I put together in a book form. - Keeping like a reading record, like the reading passport. - I helped out with the English drama. - I did something during recess with the kids. - After school stuff, the speech festival training, lunch time reading, English Day planning.</p>

*RA5 and 6 = Item 5 and 6 in the Scale of Role Ambiguity; OS15 = Item 15 in the Scale of Organizational Stress